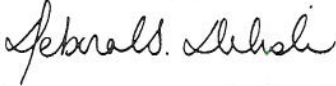


APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Ohio Department of Education</p>	<p>Applicant's Mailing Address: 25 S. Front Street – 4th Floor Columbus, OH 43215</p>
<p>State Contact for the School Improvement Grant</p> <p>Name: Cynthia Lemmerman, Ed.D.</p> <p>Position and Office: Associate Superintendent, School Improvement</p> <p>Contact's Mailing Address: 25 S. Front Street – 4th Floor Columbus, OH 43215</p> <p>Telephone: 614-466-5834</p> <p>Fax: 614-387-0963</p> <p>Email address: <a href="mailto:cynthia.lemmerman@ode.state.oh.us">cynthia.lemmerman@ode.state.oh.us</a></p> <p>Alternate Contact: Kathy Harper, Ph.D. 614-752-1473 <a href="mailto:kathy.harper@ode.state.oh.us">kathy.harper@ode.state.oh.us</a></p>	
<p>Chief State School Officer (Printed Name): Deborah S. Delisle, Superintendent</p>	<p>Telephone: 614-466-7578</p>
<p>Signature of the Chief State School Officer:</p> <p>x </p>	<p>Date: 12/2/10</p>
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

# School Improvement Grants Application

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2010

CFDA Number: 84.377A

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**State Name:**Ohio



U.S. Department of Education  
Washington, D.C. 20202



OMB Number: 1810-0682  
Expiration Date: September 30, 2013

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.



# SCHOOL IMPROVEMENT GRANTS

## **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). (See Appendix B for a chart summarizing the schools included in each tier.) In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

## **Availability of Funds**

The Department of Education Appropriations Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

## **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Appendix A provides guidance on how SEAs can maximize the number of Tier I and Tier II schools its LEAs can serve with FY 2009 carryover and FY 2010 SIG funds when making their LEA allocations for the FY 2010 competition. See Appendix A for a more detailed explanation.

## **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2010 Submission Information

## **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The SEA should submit its FY 2010 application to the following address: [school.improvement.grants@ed.gov](mailto:school.improvement.grants@ed.gov)

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

## **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Education Program Specialist  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

## **Application Deadline**

Applications are due on or before December 3, 2010.

## **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [carlas.mccauley@ed.gov](mailto:carlas.mccauley@ed.gov).

# **FY 2010 Application Instructions**

**Most of the FY 2010 SIG application is identical to the FY 2009 application. A new section for additional evaluation criteria (Section B-1) has been added and Section H on Waivers has been expanded. Section D on Descriptive Information (Section D – Part 1, Section D – Parts 2-8) has also been reformatted into two separate sections for the FY 2010 application, but all other parts of the application remain the same.**

**Consequently, except as provided below, an SEA must update only those sections that include changes from the FY 2009 application. In particular, the Department expects that most SEAs will be able to retain Section B on Evaluation Criteria, Section C on Capacity, and Section D (parts 2-8) on Descriptive Information, sections that make up the bulk of the SIG application. An SEA has the option to update any of the material in these sections if it so desires.**

**We are requiring SEAs to update some sections of the SIG application to ensure that each SEA focuses its FY 2010 SIG funds, including any funds carried over from FY 2009, on serving its persistently lowest-achieving schools in LEAs with the capacity and commitment to fully and effectively implement one of the four required school intervention models beginning in the 2011-2012 school year.**

**Note that while an SEA may be able to submit significant portions of its FY 2010 SIG application unchanged from FY 2009, we recommend that it review all sections of the FY 2010 application to ensure alignment with any required changes or revisions.**

**SEAs should also note that they will only be able to insert information in designated spaces (form fields) in the application because of formatting restrictions. Clicking on a section of the application that is restricted will automatically jump the cursor to the next form field which may cause users to skip over information in the application. Users may avoid this issue by using the scroll bar to review the application. However, due to these restrictions, the Department recommends that SEAs print a copy of the application and review it in its entirety before filling out the form.**

**APPLICATION COVER SHEET**  
**SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: Ohio Department of Education	Applicant's Mailing Address: 25 S. Front Street – 4th Floor Columbus, OH 43215
State Contact for the School Improvement Grant  Name: Cynthia Lemmerman, Ed.D.  Position and Office: Associate Superintendent, School Improvement  Contact's Mailing Address: 25 S. Front Street – 4th Floor Columbus, OH 43215  Telephone: 614-466-5834  Fax: 614-387-0963  Email address: cynthia.lemmerman@ode.state.oh.us	
Chief State School Officer (Printed Name): Deborah S. Delisle, Superintendent	Telephone: 614-466-7578
Signature of the Chief State School Officer:  X	Date: 12/3/10
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

# FY 2010 Application Checklist

Please use this checklist to serve as a roadmap for the SEA's FY 2010 application.

Please note that an SEA's submission for FY 2010 must include the following attachments, as indicated on the application form:

- Lists, by LEA, of the State's Tier I, Tier II, and Tier III schools.
- A copy of the SEA's FY 2010 LEA application form that LEAs will use to apply to the SEA for a School Improvement Grant.
- If the SEA seeks any waivers through its application, a copy of the notice it provided to LEAs and a copy of any comments it received from LEAs as well as a copy of, or link to, the notice the SEA provided to the public.

Please check the relevant boxes below to verify that all required sections of the SEA application are included and to indicate which sections of the FY 2010 application the SEA has revised from its FY 2009 application.

SECTION A: ELIGIBLE SCHOOLS	<input checked="" type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of "persistently lowest-achieving schools" (PLA schools) is revised for FY 2010
	<i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i> <input type="checkbox"/> SEA will not generate new lists of Tier I, Tier II, and Tier III schools because it has five or more unserved Tier I schools from FY 2009 (SEA is requesting waiver) <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has less than five unserved Tier I schools from FY 2009 <input checked="" type="checkbox"/> SEA elects to generate new lists	<i>For an SEA revising its definition of PLA schools, please select the following option:</i> <input type="checkbox"/> SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition
	<input checked="" type="checkbox"/> Lists, by LEA, of State's Tier I, Tier II, and Tier III schools provided	
SECTION B: EVALUATION CRITERIA	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION B-1: ADDITIONAL EVALUATION CRITERIA	<input checked="" type="checkbox"/> Section B-1: Additional evaluation criteria provided	
SECTION C: CAPACITY	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION D (PART 1): TIMELINE	<input checked="" type="checkbox"/> Updated Section D (Part 1): Timeline provided	
SECTION D (PARTS 2-8): DESCRIPTIVE INFORMATION	<input checked="" type="checkbox"/> Same as FY 2009	<input type="checkbox"/> Revised for FY 2010
SECTION E: ASSURANCES	<input checked="" type="checkbox"/> Updated Section E: Assurances provided	
SECTION F: SEA RESERVATION	<input checked="" type="checkbox"/> Updated Section F: SEA reservations provided	
SECTION G: CONSULTATION WITH STAKEHOLDERS	<input checked="" type="checkbox"/> Updated Section G: Consultation with stakeholders provided	
SECTION H: WAIVERS	<input checked="" type="checkbox"/> Updated Section H: Waivers provided	

## **PART I: SEA REQUIREMENTS**

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

**A. ELIGIBLE SCHOOLS:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State. (A State's Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State's persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

Each SEA must generate new lists of Tier I, Tier II, and Tier III schools based on the State's most recent achievement and graduation rate data to ensure that LEAs continue to give priority to using SIG funds to implement one of the four school intervention models in each of their persistently lowest-achieving schools, rather than using SIG funds to support less rigorous improvement measures in less needy schools. However, any SEA that has five or more Tier I schools that were identified for purposes of the State's FY 2009 SIG competition but are not being served with SIG funds in the 2010-2011 school year may apply for a waiver of the requirement to generate new lists.

An SEA also has the option of making changes to its FY 2009 definition of "persistently lowest-achieving schools". An SEA that exercises this option must generate new lists of Tier I, Tier II, and Tier III schools.

Regardless of whether it modifies its definition of "persistently lowest-achieving schools" or generates new lists, along with its lists of Tier I, Tier II, and Tier III schools, an SEA must provide the definition that it used to develop these lists. The SEA may provide a link to the page on its Web site where its definition is posted, or it may attach the complete definition to its application.

<input checked="" type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is same as FY 2009	<input type="checkbox"/> Definition of “persistently lowest-achieving schools” (PLA schools) is revised for FY 2010
<p><i>For an SEA keeping the same definition of PLA schools, please select one of the following options:</i></p> <p><input type="checkbox"/> 1. SEA will not generate new lists of Tier I, Tier II, and Tier III schools. SEA has five or more unserved Tier I schools from FY 2009 and is therefore eligible to request a waiver of the requirement to generate new lists of schools. Lists and waiver request submitted below.</p> <p><input type="checkbox"/> SEA is electing not to include newly eligible schools for the FY 2010 competition. (Only applicable if the SEA elected to add newly eligible schools in FY 2009.)</p> <p><input type="checkbox"/> 2. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has fewer than five unserved Tier I schools from FY 2009. Lists submitted below.</p> <p><input checked="" type="checkbox"/> 3. SEA elects to generate new lists. Lists submitted below.</p>	<p><i>For an SEA revising its definition of PLA schools, please select the following option:</i></p> <p><input type="checkbox"/> 1. SEA must generate new lists of Tier I, Tier II, and Tier III schools because it has revised its definition of “persistently lowest-achieving schools.” Lists submitted below.</p>

<p><b>Insert definition of “persistently lowest-achieving schools” or link to definition of “persistently lowest-achieving schools” here:</b></p> <p>Ohio is using the same definition of “persistently lowest-achieving schools” (PLA schools) as in its FY2009 application. However, where currently served Tier I and Tier II schools continue to fall into the bottom five percent based on the most recent achievement data, Ohio will go further on its list to identify its bottom five percent.</p> <p>Ohio’s definition can be found at:</p> <p><a href="http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=550">http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=550</a></p>
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The following methodology was used in generating the new list.

### **Method for Determining the Persistently Lowest Achieving Schools (Lowest Five Percent) for 2009-2010 School Year**

Ohio's "Persistently Lowest Achieving Schools" includes the **lowest achieving five percent of Title 1 served schools in school improvement** and the **lowest achieving five percent of Title 1 Eligible secondary schools regardless of school improvement status**. In addition to the lowest achieving five percent, both groups of schools (Title 1 served and Title 1 eligible) must include any secondary school that has an average graduation rate less than 60 percent over a five year period.

#### **Identifying eligible schools**

To identify the lowest achieving schools eligible to receive SIG funding, all schools were divided into two categories:

1. **Title 1 Schools** (received Title 1 funding in FY 2011) that are in school improvement.
2. **Title 1 Eligible secondary schools** that do not receive Title 1 funding, regardless of school improvement status.

As authorized by the federal guidance, dropout recovery schools were not included in either group of schools for the purpose of determining the lowest achieving schools (Tier 1 and Tier 2 schools). This type of school pertains mainly to community schools that serve over-age, under-credited students who have dropped out of high school. These dropout recovery schools are eligible for SIG Tier 3 funding.

#### **Measuring achievement**

In determining the lowest achieving schools, SIG requires that states look at two factors – 1) the school's current performance in reading and mathematics, and 2) the school's progress on reading and mathematics over a number of years. SIG permits states to determine the "number of years" – Ohio has selected five years as its timeframe for measuring progress. In addition, states have the discretion to determine how they will weight these two factors when coming up with a "single" performance score.

To obtain a measure of each school's current performance, ODE combined each school's most recent performance (2009-2010 school year) in reading and mathematics (grades 3 through 11) into a single weighted-average percent proficient for that building. To measure each school's progress over time, ODE created a single weighted- average percent proficient for reading and mathematics over the most recent five year period (2006-2010). Each school year (ie., 2006, 2007, 2008, 2009, and 2010) carries the same weight for the five year average.

Each school's current performance and its measure of progress over time were weighted equally at 50 percent and combined into a single measure – “combined percent proficiency.” This single number for each school was used to rank all eligible schools in each category (e.g., Title 1 served schools in school improvement or Title 1 eligible secondary schools). Using the rank, ODE then identified the lowest achieving schools. Note that only Title 1 served schools in school improvement and Title 1 eligible secondary schools with at least two years of performance and graduation data were included in the pool of eligible schools.

#### Identifying Ohio's persistently lowest achieving schools

The SIG guidance requires states to identify the **lowest achieving five percent** in each category of schools – Title 1 served schools in school improvement and Title 1 eligible secondary schools. Using ODE's ranking of the “combined percent proficiency” measure, the lowest five percent of the schools on the list are automatically put into the category of “persistently lowest achieving schools.”

*In addition to the lowest achieving five percent, SIG require states to include **secondary schools with average graduation rates less than 60 percent over a number of years** in their list of “persistently lowest achieving schools.”* Ohio has selected five years as its timeframe, which covers school years 2005-2009. The most recent graduation rate data available in Ohio was for the 2008-2009 school year.

#### Determining the Pool and Calculating the Five Percent for Tier 1

ODE included the following schools in its Tier 1 pool from which to draw five percent:

- Title 1 served schools that are in school improvement status and that are not currently served by SIG dollars and are not dropout recovery schools. (684 schools)
- All currently Title 1 served and Tier 1 SIG funded schools that did not receive the school improvement timeline waiver and that have not exited improvement status. (17 schools)
- All currently Title 1 served schools also receiving Tier 3 SIG funds that have not exited improvement status. (5 schools)
- All dropout recovery schools that are currently Title 1 served schools and that are in school improvement status. (53 schools)

ODE excluded from its eligible pool currently served Tier 1 schools that received a school improvement timeline waiver, which has resulted in these schools no longer being in school improvement. **As a result of the inclusions and exclusions, Ohio's pool of Tier 1 eligible schools is 759 schools. Five percent of 759 is 37.95; when rounded, this equates to 38 schools that must be identified for Tier 1.**

### Identifying the Persistently Lowest Achieving Tier 1 Schools

Even though Title 1 served, currently SIG funded Tier 1 schools that did not receive the waiver *and* Title 1 served dropout recovery schools were included in the “pool” of eligible schools, these schools were excluded when determining the lowest performing Tier 1 schools. Once these exclusions were applied, ODE ranked all remaining schools on their “combined percent proficiency” measure and identified the 38 lowest performing schools. In addition to the lowest achieving five percent, federal guidance requires states to include secondary schools with an average graduation rate less than 60 percent over a number of years in their list of “persistently lowest achieving schools.” **Moving beyond the lowest performing five percent, there were nine Title 1 served secondary schools with graduation rates less than 60 percent. ODE combined these nine schools with the 38 lowest five percent to arrive at a total of 47 schools on Ohio’s list of “Persistently Lowest Achieving Tier 1 Schools”.**

### Determining the Pool and Calculating the Five Percent for Tier 2

ODE included the following schools in its Tier 2 pool from which to draw five percent:

- Title 1 eligible secondary schools that did not receive Title 1 funding, regardless of school improvement status. (267 schools)
- All currently SIG funded Tier 2 schools that continue to be eligible for, but do not receive, Title I, Part A funds. (10 schools)

**A total of 277 schools are eligible for Tier 2. Five percent of 277 is 13.85; when rounded this equates to 14 schools that must be identified for the Tier 2 list.**

**Note: Ohio is not applying for the Tier 2 waiver, as corrected in Section H of the application.**

### Identifying the Persistently Lowest Achieving Tier 2 Schools

Even though Title 1 eligible schools that are currently receiving Tier 2 SIG funds were included in the “pool” of eligible schools, these schools were excluded when determining the lowest performing Tier 2 schools. Once this exclusion was applied, ODE ranked all remaining schools on their “combined percent proficiency” measure and identified the 14 lowest performing schools. In addition to the lowest achieving five percent, federal guidance requires states to include secondary schools with average graduation rates less than 60 percent over a number of years in their list of “persistently lowest achieving schools.” **Moving beyond the lowest performing five percent, there was one secondary school with an average graduation rate less than 60 percent. ODE combined this single school with the 14 lowest five percent to arrive at a total of 15 schools on Ohio’s list of “Persistently Lowest Achieving Tier 2 Schools.”**

#### Putting all eligible schools into three tiers for SIG

For the purpose of using SIG funds, the federal guidance requires states to put all eligible schools into the following three Tiers:

**Tier 1 Schools** – lowest achieving five percent of Title 1 schools in school improvement or Title 1 secondary schools with a five year graduation rate less than 60 percent. (47 schools)

**Tier 2 Schools** – lowest achieving five percent of Title 1 eligible secondary schools or Title 1 eligible secondary schools with a five year graduation rate less than 60 percent. (15 schools)

**Tier 3 Schools** – All Title 1 schools in school improvement that are not in Tier 1 (the persistently lowest performing schools) are put into Tier 3 for the purpose of using SIG funds. All Title 1 schools that are identified in school improvement and as a dropout recovery school are eligible for Tier 3 SIG funds. Note that this group includes five schools that are Title 1, currently SIG funded Tier 3 schools still in improvement status. (695 schools)

Attached to ODE's application is a table that identifies the **757 schools that are eligible for either Tier 1, Tier 2, or Tier 3 SIG funds.** This table also notes which schools in Tier 1 and in Tier 2 were pulled onto the eligible list only because their average five-year graduation rate was less than 60 percent.

<b>FY2010 SIG Application Summary Table</b>	
<b>Tier 1</b>	
Total Number of Schools included in the Tier 1 <i>Pool</i>	759
Count of Schools Identified in Lowest 5% for Tier 1	38
Count of Schools Added to Tier 1 because of Graduation Rate	9
Total Number of Schools Identified as Tier 1 Eligible	<b>47</b>
<b>Tier 2</b>	
Total Number of Schools included in the Tier 2 <i>Pool</i>	277
Count of Schools Identified in Lowest 5% for Tier 2	14
Count of Schools Added to Tier 2 because of Graduation Rate	1
Total Number of Schools Identified as Tier 2 Eligible	<b>15</b>
<b>Tier 3</b>	
Total Count of Schools Identified as Tier 3 Eligible	<b>695</b>
Total Count of Schools Included in the FY2010 Eligible Schools List <sup>a</sup>	<b>757</b>
<sup>a</sup> Note that of the 1,036 schools included in the Tier 1 or Tier 2 <i>pools</i> , 284 schools are not eligible for FY2010 SIG Funds and, therefore, are not included in the FY2010 Eligible Schools List.	

An SEA must attach two tables to its SIG application. The first table must include its lists of all Tier I, Tier II, and Tier III schools that are eligible for FY 2010 SIG funds. The second table must include its lists of all Tier I, Tier II, and Tier III schools that were served with FY 2009 SIG funds.

Please create these two tables in Excel and use the formats shown below. Examples of the tables have been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE

**EXAMPLE:**

SCHOOLS ELIGIBLE FOR FY 2010 SIG FUNDS								
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##	X				
LEA 1	##	MADISON ES	##	X				
LEA 1	##	TAYLOR MS	##			X		X
LEA 2	##	WASHINGTON ES	##	X				
LEA 2	##	FILLMORE HS	##			X		
LEA 3	##	TYLER HS	##		X		X	
LEA 4	##	VAN BUREN MS	##	X				
LEA 4	##	POLK ES	##			X		

**EXAMPLE:**

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

SCHOOLS SERVED WITH FY 2009 SIG FUNDS							
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE
LEA 1	##	MONROE ES	##	X			
LEA 1	##	JEFFERSON HS	##		X		X
LEA 2	##	ADAMS ES	##	X			
LEA 3	##	JACKSON ES	##	X			

**Please attach the two tables in a separate file and submit it with the application.**

☒ SEA has attached the two tables in a separate file and submitted it with its application.

## **B. EVALUATION CRITERIA:**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application, as well as to support school improvement activities in Tier III schools, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- (1) Design and implement interventions consistent with the final requirements.
- (2) Recruit, screen, and select external providers, if applicable, to ensure their quality.
- (3) Align other resources with the interventions.
- (4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
- (5) Sustain the reforms after the funding period ends.

☒ SEA is using the same evaluation criteria as FY 2009.

☐ SEA has revised its evaluation criteria for FY 2010.

### **Insert response to Section B Evaluation Criteria here:**

Ohio is using the same evaluation criteria as FY 2009. However, a date change is required: The LEA must project how funds will be used during the period of availability of grant funding. Budget amounts must be given for Year 1 (FY 11), Year 2 (FY 12) and Year 3 (FY 13).

This sentence is changed to reflect the correct fiscal years.

The LEA must project how funds will be used during the period of availability of grant funding. Budget amounts must be given for Year 1 (FY 12), Year 2 (FY 13) and Year 3 (FY 14). Ohio has requested the appropriate waiver to extend the period of availability of funds.

Under this grant, the Ohio Department of Education will award grants through a competitive process to LEAs for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The funds are to be focused on each State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring ("Tier I schools") and, at an LEA's option, persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds ("Tier II schools"). An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Upon the grant award to Ohio, 95% of funds will then be distributed to qualifying LEAs who apply based upon a competitive process submitted through the electronic CCIP-Comprehensive Continuous Improvement Planning Application (see Appendix C for an explanation of the CCIP tool). LEAs may apply for funds ranging from \$50,000 to \$2,000,000 per building.

Ohio is projecting awarding substantial funding in School Improvement Grant to selected eligible Ohio LEAs. The Ohio Department of Education will evaluate each LEA SIG application using a rubric (attached as a separate document). Each item on the rubric will contain a six-point quality scale where a score of 1 is at the low end of the scale and a score of 6 is at the high end of the scale. **Please note:** The actual number of grants awarded will not be known until the application scoring and awarding process is completed. Any LEA receiving a score of 1 or 2 of the 6 point scale which would otherwise be funded through the competitive process will be contacted by ODE personnel and interviewed in order to provide technical assistance to that LEA in order to revise this section and all applicable sections of the award-worthy LEA grant.

### **Part 1**

**The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:**

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.**

As they compete for the funds, school districts (LEAs) must identify the schools they want to transform, and then determine which of the four following models is most appropriate. If a school has begun implementation of one of these four models or components of one of these models within the last two years, it may apply to use SIG funds to continue to implement the full model.

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create community-oriented schools; and (4) provide operational flexibility and sustained support. Note: an LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**Specific Application Responses:** Applicants must complete the questions posed in the LEA competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- LEA commits to serve Tier I, II, III schools.
- Intervention model selected by LEA; anticipated indicators of impact based upon the selected model are given.
- LEA must demonstrate that the selected intervention model or school improvement strategy matches the LEA's needs and examines the root cause for the school's identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).
- LEA should provide information regarding how the selected intervention model or school improvement strategy matches the LEA's needs and examines the root cause for the school's identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).
- LEA must address Reading achievement and Math achievement levels, graduation rate (if applicable), full implementation of intervention model (if applicable), and implementation of research-based school improvement strategies. This must be stated as *Indicators of Impact*.

#### **Federal Assurances**

In addition to assurances through the CCIP, the LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I

- and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
  - (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
  - (4) Report to the SEA the school-level data required under section III of the final requirements.

**(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

Ohio will build from the existing set of supports to provide professional development, coaching, and customized school climate tools to each LEA with persistently lowest-achieving schools. Professional development and coaching will leverage the existing infrastructure of school supports in Ohio, including state and local teams made up of Educational Service Centers (ESCs), Statewide Systems of Support (SSOS), and the Governor's Closing the Achievement Gap (CTAG) Program (by mutual agreement of district and CTAG). Topics include increased family and community participation in the school, alignment with community health and human services resources, and increased student attendance and performance.

**Specific Application Responses:** Applicants must complete the questions posed in the LEA competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- Integration into Ohio Improvement Process (OIP): Applicants should address how the LEA's Comprehensive Continuous Improvement Plan (CCIP) supports their grant proposal and work done in the Ohio Improvement Process (see Appendix E for an overview of the Ohio Improvement Process). Applicants should specifically address the following:
  - data utilized to determine the instructional improvement strategies and action steps identified in this proposal
  - how the strategies and action steps support the OIP plan
  - how the district/building(s) plans to monitor the selected intervention model(s) and/or improvement strategies
  - how the selected intervention model(s) and/or improvement strategies are integrated into the existing OIP
- Goals and Strategies (from district planning tool): The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive

school improvement funds. The goals must be *educational* goals and stated in the CCIP planning tool. All applicants must ensure that project goals and strategies are aligned and linked to the appropriate CIP Goals.

- Evaluation, monitoring, outcomes: Applicants must demonstrate how they will evaluate the progress in achieving project goals and objectives. Applicants must detail their comprehensive evaluation process and accountability measures. Projects *must* utilize evaluation measures that directly relate to their stated educational goals and performance indicators.
- Data Collection - Student Achievement: To meet one of the required performance indicators and educational goals, the applicant will need to determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model.
- Stakeholder involvement: As appropriate, the LEA must consult with various relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools school improvement strategies in Tier III schools. Applicants must list any organization partners, providing a brief description of their roles related to the success of the project.
- Stakeholder collaboration: Eligible applicants should describe joint planning that occurred as well as the level of commitment among all parties (district and building level). Applicants must describe the stakeholder roles and their contributions to the success of the project.

**(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

**Specific Application Responses:** Applicants must complete the questions posed in the competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- Budget Narrative: The LEA must include a description of how funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. Applicants must show how these funds will be spent. The application should include an explanation for each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner. Applicants will follow all current Ohio Department of Education fiscal

procedures as outlined in the CCIP Project Cash Request (PCR) process.

- The LEA must project how funds will be used during the period of availability of grant funding. Budget amounts must be given for Year 1 (FY 12), Year 2 (FY 13) and Year 3 (FY 14).
- Project Summary: Applicants will provide a brief summary of the project. The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application. Applicants must provide an overview of the proposed project, including a description of the following:
  - The audience (who the project will directly impact);
  - The educational goals/need (what the project strives to ultimately accomplish); and
  - The activities (how the project will be carried out).

## **Part 2**

The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly, Ohio will assess the LEA's commitment to complete the requirements through the following process:

1. The SEA will perform initial screenings of the applications to ensure that all areas of compliance are met and the application is complete.
2. All areas of the electronic application will be evaluated using a calibrated scoring rubric.
3. The application quality score indicator will be generated using a rubric containing items that are directly tied to the response categories in the LEA application.
4. Each item will be rated using a six-point quality scale by each of three trained external (not associated with the LEA) readers.
5. A scoring rubric is provided and will be used in the review and scoring of each application.
6. A specific process for calibration will be followed (see pg. 16 for details)

Ohio will assess the LEA's commitment to do the following:

### **(1) Design and implement interventions consistent with the final requirements.**

**Specific Application Responses:** Applicants must complete the questions posed in the competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- Action Steps: For each school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. Information must be given to explain how the **instructional model** will be implemented, and how the activities align with the elements of the state reform plan emphasizing standards and assessment, data systems to support instruction, great teachers and leaders, and turning around the lowest-achieving schools.
- Timeline: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application and

services it will provide to each Tier III school. (tied to IMM tool)

*This area of the competitive application will be scored using a calibrated instrument. See page 16 of this application for specific procedures. Any area receiving a score of two or less on the six point rubric of a fundable application will be required to work directly with SEA personnel for technical assistance within that area of the competitive application.*

**(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.**

**Specific Application Responses:** Applicants must complete the questions posed in the competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- Recruit, screen, and select external providers, if applicable, to ensure their quality:
  - proven track record of successful school improvement
  - matched to the needs of the students and the interventions
  - selected from list of approved external providers supplied by the Ohio Department of Education

*This area of the competitive application will be scored using a calibrated instrument. See page 16 of this application for specific procedures. Any area receiving a score of two or less on the six point rubric of a fundable application will be required to work directly with SEA personnel for technical assistance within that area of the competitive application.*

**(3) Align other resources with the interventions.**

**Specific Application Responses:** Applicants must complete the questions posed in the CCIP by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- Applicants must identify the additional and supporting resources (e.g. internal building, local community, business and partner schools) that will be utilized in the project and demonstrate how these resources will impact success. Please explain how your project will leverage other and supporting resources (fiscal, human, technical, etc.) in the implementation of the intervention model.

*This area of the competitive application will be scored using a calibrated instrument. See page 16 of this application for specific procedures. Any area receiving a score of two or less on the six point rubric of a fundable application will be required to work directly with SEA personnel for technical assistance within that area of the competitive application.*

**(4) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**

**Specific Application Responses:** Applicants must complete the questions posed in the competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- The LEA must describe how it will modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

*This area of the competitive application will be scored using a calibrated instrument. See page 16 of this application for specific procedures. Any area receiving a score of two or less on the six point rubric of a fundable application will be required to work directly with SEA personnel for technical assistance within that area of the competitive application.*

*that area of the competitive application.*

**(5) Sustain the reforms after the funding period ends.**

**Specific Application Responses:** Applicants must complete the questions posed in the competitive School Improvement Grant CCIP application by providing the requested information. Information is requested as narrative descriptions addressing each of the following points:

- Continuation, sustain- The LEA must describe how it will sustain the reforms after the funding period ends.

*This area of the competitive application will be scored using a calibrated instrument. See page 16 of this application for specific procedures. Any area receiving a score of two or less on the six point rubric of a fundable application will be required to work directly with SEA personnel for technical assistance within that area of the competitive application.*

**B-1. ADDITIONAL EVALUATION CRITERIA:** In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA's budget and application:

Please note that Section B-1 is a new section added for the FY 2010 application.

(1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable? *(For a description of allowable activities during the pre-implementation period, please refer to section J of the FY 2010 SIG Guidance.)*

<sup>2</sup> "Pre-implementation" enables an LEA to prepare for full implementation of a school intervention model at the start of the 2011–2012 school year. To help in its preparation, an LEA may use FY 2010 and/or FY 2009 carryover SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application, consistent with the SIG final requirements. As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG-related activities in schools that will be served with FY 2010 and/or FY 2009 carryover SIG funds. For a full description of pre-implementation, please refer to section J of the FY 2010 SIG Guidance.

**Insert response to Section B-1 Additional Evaluation Criteria here:**

Using the competitive grant process described in the FY2009 application and outlined below, the SEA will require the LEA to list the proposed pre-implementation activities in the LEA application for funding. The LEA will be required to answer questions regarding each area listed in the FY2010 SIG Guidance. The pre-implementation activities will need to occur prior to the beginning of the 2011-2012 school year. Funding for pre-implementation activities will come from the LEA's year 1 total. Pre-implementation activities and budget are optional. However, the pre-implementation activities should be considered when examining the overall implementation plan. The calibration rubric describes how this section is reviewed.

**Pre-implementation Activities and Budget**

Describe the activities the LEA will take prior to the beginning of the 2011-2012 school year in order to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. Include the proposed budget amount needed to carry out the pre-implementation activities. Examples of possible allowable activities include: Family and Community Engagement, Rigorous Review of External Providers, Staffing, Instructional Programs, Professional Development and Support, Preparation for Accountability Measures.

Noted examples should not be seen as exhaustive or required. Rather, they illustrate possible activities depending on the needs of particular SIG schools. SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools.



The SEA will award funds to the schools demonstrating capacity to implement.

### **Review Process**

Funding for the Ohio SIG competitive grant project is projected to award substantial funding in School Improvement Grant to eligible schools. In order to assure that quality applications are funded, a competitive grant process will be used. LEAs will submit an electronic application. The SEA will perform initial screenings of the applications to ensure that all areas of compliance are met and the application is complete. All areas of the electronic application will be evaluated using a calibrated scoring rubric.

### **Evaluation Criteria**

The application quality score indicator will be generated using a rubric containing items that are directly tied to the response categories in the LEA electronic application. Each item will be rated using a six-point quality scale by each of three trained external (not associated with the LEA) readers. A scoring rubric is provided and will be used in the review and scoring of each application. The application review process consists of the following steps:

1. Each complete proposal will be reviewed by at least three trained external peer reviewers.
2. Each proposal's score will be analyzed to minimize reader leniency/severity and will be statistically adjusted.
3. Each reader will be assessed for consistency and eliminated from the scoring process if they demonstrate significant inconsistency, or found to possess a conflict of interest
4. Each proposal will be rank ordered according to an overall adjusted score. Those with the highest ranks will be eligible for funding.

The funded projects will be chosen via a peer review process conducted under the guidance of professor emeritus of the Ohio State University. All applicants are required to submit the names and email addresses of two (2) reviewers (one committed and one alternate) from the eligible buildings applying for SIG competitive grant funds. One reviewer from each eligible building that applies for funding will participate in the Reviewers' Training scheduled to occur in May. No reviewer will be allowed to judge a proposal submitted by his/her own institution or an institution in which the reviewer has a conflict of interest. Expenses incurred for the grant readings are the grant applicant's responsibility.

### **Evaluation Rubric**

**All areas will use a six-point quality scale for each rubric item or question:**

1. There is no evidence or irrelevant evidence that the data substantiates the educational needs described in the project summary.
2. There is minimal evidence and/or limited potential that the data provided substantiates the educational needs.
3. The data provides some evidence as to the educational need; however, there are some inconsistencies between the data supplied and the correlation to the need.
4. The summary provides some good examples of data substantiating the educational needs.

5. Strong, relevant data to substantiate the educational needs throughout the application are provided; high potential of need based upon data.
6. High-level of evidence, supported by relevant data, to substantiate the educational needs of the building; data strongly suggests educational needs.

The funded projects will be chosen via a peer review process. No reviewer will be allowed to judge a proposal submitted by his/her own institution or an institution in which the reviewer has a conflict of interest.

A list of approvable applications will be generated. If any application receives a score of 2 or less on the 6 point rubric, an interview process will be conducted by the SEA to substantiate and provide technical support to the LEA within that component area. Refinement to any unacceptable areas will occur.

**C. CAPACITY:** The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement any of the school intervention models in its Tier I school(s). The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

☒ SEA is using the same evaluation criteria for capacity as FY 2009.

☐ SEA has revised its evaluation criteria for capacity for FY 2010.

**Insert response to Section C Capacity here:**

If the LEA does not apply to serve one of its identified Tier I or Tier II schools, it must describe why it lacks the sufficient capacity to do so. This description must appear in the LEA application. The claim must be substantiated. Through a review process, the claim will be evaluated:

- Each complete proposal will be reviewed by at least three trained external peer reviewers.
- Each proposal's score will be analyzed to minimize reader leniency/severity and statistically adjusted
- Each reader will be assessed for consistency and eliminated from the scoring process if they demonstrate significant inconsistency, or found to possess a conflict of interest
- Each proposal will be rank ordered according to an overall adjusted score. Those with the highest ranks will be eligible for funding.

The item on the competitive application noting the claim of the LEA to serve Tier I and Tier II school(s) or the claim that it lacks sufficient capacity to serve Tier I and Tier II school(s) will be scored. Ohio Department of Education personnel will then examine the rating given by the reviewers. Any LEA receiving a score of 1 or 2 of the 6 point scale which would otherwise be funded through the competitive process will be contacted by ODE personnel and interviewed in order to substantiate the claim of the LEA.

If the LEA is found to have more capacity than the LEA demonstrates, the ODE will provide technical assistance to that LEA in order to revise this section and all applicable sections of the award-worthy LEA grant.

**D (PART 1). TIMELINE:** An SEA must describe its process and timeline for approving LEA applications.

Please note that Section D has been reformatted to separate the timeline into a different section for the FY 2010 application.

**Insert response to Section D (Part 1) Timeline here:**

Contingent upon availability of funding-

**Project Timeline**

The grant award program period will be from the date the grant is issued July 1, 2011 through September 30, 2012. In this application, Ohio is requesting a waiver of the period of availability to permit it to obligate the funds through September 30, 2014.

After successful implementation of the program, as determined by meeting the requirements specified in the grant assurances and the annual evaluation of selected program goals, and depending on funding availability, a follow-up or continuation grant may be awarded to help sustain the program.

January 2011	Request for Proposals (RFP) Release to eligible LEAs of Tier I and Tier II schools
February	Online letter of Intent and Contact Information submitted through SAFE account by the LEA superintendent, by 4:00PM EST.
February	CCIP SIG competitive application opens for the LEAs of Tier I and Tier II schools
February-April	Technical Assistance Meetings, Audio Conferences will be provided to eligible buildings
April 29	Grant applications of Tier I and Tier II schools due via CCIP Competitive application, submitted by 5:00 PM EST.
May	Grant reviewer training and grant review
June	Award Announcement of funded Tier I and Tier II schools
July 1	Funds available to LEAs of Tier I and Tier II schools

**Tentative Timeline for Tier 3 Competition**

**(pending availability of funding for Tier III schools\*)**

May 2011	Request for Proposals (RFP) Release to eligible Tier III schools and online letter of Intent and Contact Information submitted through SAFE account by the LEA superintendent of eligible Tier III schools, by 4:00PM EST*
June	CCIP SIG competitive application opens for the LEAs of Tier III schools*
June-July	Technical Assistance Meetings, Audio Conferences will be provided to eligible buildings*
July 29	Grant applications of Tier III schools due via CCIP Competitive application, submitted by 5:00 PM EST. *
August	Grant reviewer training and grant review*

August	Award announcement of funded Tier III schools*
September	Funds available to LEAs of funded Tier III schools*

### **Year 1 – Project Implementation**

Please note that there will be additional events and activities in which LEA recipients will be required to participate. Some of these will include, but are not limited to: new grant orientation meeting, professional development opportunities, state support team sessions, monitoring activities, data collection requests and requirements, as well as other necessary project components. Use of the electronic implementation management monitoring tool will be a requirement for the LEA (see Appendix F in FY 2009 application). SEA staff will review original target goal proposal and compare to actual achievement levels and outcomes. The LEA will be required to submit a continuation application (Appendix D in FY 2009 application). A rubric to evaluate the continuation application will be developed by the SEA and will be made available to the LEAs prior to the end of Year 1 of the grant funding.

**D (PARTS 2-8). DESCRIPTIVE INFORMATION:**

(2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>3</sup>

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

☒ SEA is using the same descriptive information as FY 2009.

☐ SEA has revised its descriptive information for FY 2010.

**Insert response to Section D (Parts 2-8) Descriptive Information here:**

**2) Describe the SEA's process for reviewing an LEA's annual goals and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final**

**requirements.**

Continuation grants will be reviewed through the Consolidated Continuous Improvement Planning (CCIP) application. Baseline and current quantitative and qualitative data will be provided to the SEA by the LEA through the IMM tool (separate attachment). The Ohio Department of Education, Office of Federal Programs (ODE/OFP) internal team will monitor that LEAs are progressing on annual goals. For the Tier I and Tier II schools, If the LEA does not implement the intervention model and make progress on the annual goals set forth in its application, the ODE/OFP internal team will recommend non-renewal of the LEA School Improvement Grant.

Awardees will be required to attend quarterly meetings to present implementation data to the SEA. This data will be reported using the IM/M Tool and will provide information to the LEA regarding implementation of intervention models and school improvement strategies. Annual achievement data (from state and local assessments) will be reported by the LEA. The SEA will be responsible for monitoring and reviewing the data with the LEA to determine a formative assessment of progress.

**3) Describe the SEA's process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA's SIG grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.**

Continuation grants will be reviewed through the Consolidated Continuous Improvement Planning (CCIP) application. Baseline and current quantitative and qualitative data will be provided to the SEA by the LEA through the IMM tool (separate attachment). The Ohio Department of Education, Office of Federal Programs (ODE/OFP) internal team will monitor that LEAs are progressing on annual goals of the Tier III schools. These goals are listed in the LEA application as well as in the goals, strategies, and action steps of the CCIP. If the LEA does not make progress on the annual goals set forth in its application, the ODE/OFP internal team will recommend non-renewal of the LEA School Improvement Grant.

Awardees will be required to attend quarterly meetings to present implementation data to the SEA. This data will be reported using the IM/M Tool and will provide information to the LEA regarding implementation of intervention models and school improvement strategies. Annual achievement data (from state and local assessments) will be reported by the LEA. The SEA will be responsible for monitoring and reviewing the data with the LEA to determine a formative assessment of progress.

**4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools identified in the LEA's application.**

Within the LEA competitive application, the LEA must:

- Identify the current effect as well as the anticipated results related to increased student achievement and improved instructional practices given the program selected within the model chosen.
- Explain how the LEA plans to monitor efforts to improve instructional practices so that the interventions selected are designed to close the achievement gap and will meet the expectation to reach the same standard for all students.
- Explain how the identified improvement model is integrated into the existing work and is monitored using the CCIP Implementation Management/Monitoring (IMM) tool, a web-based tool designed to assist districts/schools with the data analysis and needs assessment process. The Implementation Management/Monitoring (IMM) Tool provides a way for districts to document how their District and School Plans will be implemented. The district or school can identify items to be measured, resources needed, persons/groups responsible, and the timeline for implementing. See Appendix F for further information.

Each LEA that receives a School Improvement Grant must participate in focused monitoring sessions conducted by the Ohio Department of Education/ Office of Federal Programs (ODE/OFP) internal team. Regional support team members and external providers will offer training and work sessions during the focused monitoring sessions in order to support the LEAs as they implement the school intervention models. Through these sessions, the ODE/OFP will be alerted to LEAs struggling with full and effective implementation. Intensive support opportunities will be offered to these LEAs in addition to the focused monitoring sessions. However, if an LEA fails to fully implement the school intervention model within the timeline given through the IMM tool, the LEA will not receive funding for subsequent years.

Awardees will be required to attend quarterly meetings to present implementation data to the SEA. This data will be reported using the IMM Tool and will provide information to the LEA regarding implementation of intervention models and school improvement strategies. Annual achievement data (from state and local assessments) will be reported by the LEA. The SEA will be responsible for monitoring and reviewing the data with the LEA to determine a formative assessment of progress.

**5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.**

Funding for the Ohio SIG competitive grant project is projected to be significant. While this investment is substantial, it is insufficient to fund all eligible schools; therefore, a competitive grant application process was developed to meet the requirements of this federal program. The application review process consists of the following steps:

1. Each complete proposal will be reviewed by at least three trained external peer reviewers.
2. Each proposal's score will be analyzed to minimize reader leniency/severity and will be statistically adjusted.
3. Each reader will be assessed for consistency and eliminated from the scoring process if they demonstrate significant inconsistency, or found to possess a conflict of interest

4. Each proposal will be rank ordered according to an overall adjusted score. Those with the highest ranks will be eligible for funding.

Tier I and Tier II schools will receive funding priority, with the remaining funds allocated to the Tier III schools. LEA's which have Tier I and Tier II school(s) will be prioritized. Applications from LEAs with Tier I and Tier II schools will be scored separately from the applications of LEAs with only Tier III schools. Funding allocation has been reserved so that all Tier I and Tier II schools submitting fundable applications will be receive funds. Remaining allocations will be made to rank ordered LEAs with Tier III schools. These LEA applications (of the Tier III schools) will rank ordered using the detailed calibration scoring process.

Within the SEA allocation, up to \$2,000,000 will be reserved for each Tier I and Tier II school. However, it is recognized that not all schools may require the full amount to implement a turnaround, restart, or transformation model. It is the goal of this SEA to facilitate QUALITY, not quantity within the grant awards to the LEAs. Through the competitive grant process, all LEA applications will be evaluated as to the quality of the individual components of the program to be implemented. Within the competitive LEA application (see Appendix G), the following items address this:

Needs assessment driven by data:

- Student impact: total number of students impacted
  - Capacity to implement and the total number of Tier I and Tier II schools within the LEA
- Budget needs: LEAs are required to explain this alignment within the budget narrative
- Alignment of activities to fiscal expenditures
  - Resources that are assigned to each goal, strategy

The educational goals and the quality of activities needed to accomplish the goals

- Action step activities provide breadth and depth
- Active monitoring of student data and

Likelihood of success

- Integration into the LEA s Improvement Process
- Modification of practices and policies needed to implement the interventions fully
- Stakeholder involvement

**6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.**

A competitive grant application process (stated above in Item #D4) will be used to prioritize Tier III schools to be served.

Tier I and Tier II schools will receive funding priority, with the remaining funds allocated to the Tier III schools. LEA's which have Tier I and Tier II school(s) will be prioritized. All remaining Tier III schools will participate in the grant funding process as follows:

All eligible, applying Tier III LEA's will be rank ordered using the process stated above, using the attached rubric. Tier III schools with the highest scores will receive allocations as funding allows. Applications

from LEAs with Tier I and Tier II schools will be scored separately from the applications of LEAs with only Tier III schools. Funding allocation has been reserved so that all Tier I and Tier II schools submitting fundable applications will be receive funds. Remaining allocations will be made to rank ordered LEAs with Tier III schools. These LEA applications (of the Tier III schools) will rank ordered using the detailed calibration scoring process.

**7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.**

At the time of application, Ohio does not intend to take over any Tier I or Tier II school. However, if that information changes, a project amendment will be filed detailing the school(s) and the intervention model(s) that will be implemented in the schools.

**8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>2</sup>**

At the time of application, Ohio does not intend to provide services directly to any schools in the absence of a takeover. However, if that information changes, a project amendment will be filed detailing the Tier I and Tier II school(s) and the intervention model(s) that will be implemented in the schools. Evidence of the LEA's approval to have the SEA provide services directly will be provided at that time.

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<sup>2</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.



## E. ASSURANCES

By submitting this application, the SEA assures that it will do the following (check each box):

- ☒ Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- ☒ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- ☒ Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- ☒ Monitor each LEA's implementation of the "rigorous review process" of recruiting, screening, and selecting external providers as well as the interventions supported with school improvement funds.
- ☒ To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- ☒ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- ☒ Report the specific school-level data required in section III of the final requirements.

**F. SEA RESERVATION:** The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**Insert response to Section F SEA Reservation here:**

The Ohio Department of Education (ODE) will retain five percent of the funds provided. These funds will help build the capacity of the system of support for schools and districts. For Ohio to successfully support LEAs, it will use funds to support the following strategies described in the School Improvement Grant application.

- Professional development to enhance the capacity of school support team members, technical assistance providers, and LEA personnel informed by student achievement and other data measures. LEA grantees will participate in sustained professional development and technical support opportunities to build and sustain capacity to implement school improvement intervention models and/or strategies. This capacity building will be offered through the Ohio Department of Education's Office of Transforming Schools and the direct assignment of transformation specialists to identified LEAs.
- Qualified third-party applicants will provide technical support to ODE in the development, implementation and monitoring of the school improvement grant (SIG). The contractor will work in collaboration with ODE and SIG grantees (LEAs) to guide professional development toward dramatically transforming school culture and increase student outcomes in persistently lowest-achieving schools.
- Other strategies determined by the SEA or LEA, as appropriate, for which data indicate the strategy is likely to result in improved teaching and learning in schools identified in the School Improvement Grant. Strategies, as outlined in the grant initiative, including, but not limited to:
  - Intervention models
  - Extended learning opportunities
  - Engagement with stakeholders (parents, community, etc.)
  - Data and monitoring
  - Effective teachers and leaders
  - Standards and assessment
  - Coherence and sustainability
  - Effective instructional models and supports for all students
  - Effective use of resources and resource allocation (fiscal, time, facilities, technology, personnel)
  - Safety net strategies such as early intervention, Response to Intervention, supplemental learning opportunities

**G. CONSULTATION WITH STAKEHOLDERS:** The SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

☒ The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

☐ The SEA has consulted with other relevant stakeholders, including

**H. WAIVERS:** SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

#### **WAIVERS OF SEA REQUIREMENTS**

**Enter State Name Here** Ohio requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 1: Tier II waiver**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

**Assurance**

☐ The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 2: n-size waiver**

☐ In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than **[Please indicate number]** .

**Assurance**

☐ The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Note: An SEA that requested and received the n-size waiver for its FY 2009 definition of “persistently lowest-achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II, and Tier III schools.**

**Waiver 3: New list waiver**

☐ Because the State neither must nor elects to generate new lists of Tier I, Tier II, and Tier III schools, waive Sections I.A.1 and II.B.10 of the SIG final requirements to permit the State to use the same Tier I, Tier II, and Tier III lists it used for its FY 2009 competition.

**Assurance**

☐ The State assures that it has five or more unserved Tier I schools on its FY 2009 list.

**WAIVERS OF LEA REQUIREMENTS**

**Enter State Name Here** Ohio requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 4: School improvement timeline waiver**

☒ Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

**Assurances**

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to “start over” their school improvement timeline again.**

**Waiver 5: Schoolwide program waiver**

☒ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

**Assurances**

☒ The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

☒ The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.**

**PERIOD OF AVAILABILITY WAIVER**

**Enter State Name Here** Ohio requests a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Waiver 6: Period of availability of FY 2009 carryover funds waiver**

☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

**Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.**

**ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**  
**(Must check if requesting one or more waivers)**

☒ The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

## PART II: LEA REQUIREMENTS

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs. That application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

Please note that for FY 2010, an SEA must develop or update its LEA application form to include information on any activities, as well as the budget for those activities, that LEAs plan to carry out during the pre-implementation period to help prepare for full implementation in the following school year.

**The SEA must submit its LEA application form with its application to the Department for a School Improvement Grant. The SEA should attach the LEA application form in a separate document.**

### LEA APPLICATION REQUIREMENTS

**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

**B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.**

- (1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Design and implement interventions consistent with the final requirements;
  - Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Align other resources with the interventions;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA’s application.
- (5) The LEA must describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.**

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000 or no more than \$6,000,000 over three years.

**Example:**

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.**

The LEA must assure that it will—

- (5) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (6) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (7) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (8) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

## **APPENDIX A**

### **SEA ALLOCATIONS TO LEAS AND LEA BUDGETS**

#### **Continuing Impact of ARRA School Improvement Grant Funding in FY 2010**

Congress appropriated \$546 million for School Improvement Grants in FY 2010. In addition, most States will be carrying over a portion of their FY 2009 SIG allocations, primarily due to the requirement in section II.B.9(a) of the SIG final requirements that if not every Tier I school in a State was served with FY 2009 SIG funds, the State was required to carry over 25 percent of its FY 2009 SIG allocation, combine those funds with the State's FY 2010 SIG allocation, and award the combined funding to eligible LEAs consistent with the SIG final requirements. In FY 2009, the combination of \$3 billion in School Improvement Grant funding from the American Recovery and Reinvestment Act and \$546 million from the regular FY 2009 appropriation created a unique opportunity for the program to provide the substantial funding over a multi-year period to support the implementation of school intervention models. In response to this opportunity, the Department encouraged States to apply for a waiver extending the period of availability of FY 2009 SIG funds until September 30, 2013 so that States could use these funds to make three-year grant awards to LEAs to support the full and effective implementation of school intervention models in their Tier I and Tier II schools. All States with approved FY 2009 SIG applications applied for and received this waiver to extend the period of availability of FY 2009 SIG funds and, consistent with the final SIG requirements, are using FY 2009 funds to provide a full three years of funding (aka, "frontloading") to support the implementation of school intervention models in Tier I and Tier II schools.

The Department encouraged frontloading in FY 2009 because the extraordinary amount of SIG funding available in FY 2009 meant that, if those funds had been used to fund only the first year of implementation of a school intervention model, *i.e.*, to make first-year only awards, there would not have been sufficient funding for continuation awards in years two and three of the SIG award period (*i.e.*, SIG funding in FY 2009 was seven times the amount provided through the regular appropriation). Similarly, the estimated nearly \$1.4 billion in total SIG funding available in FY 2010 (an estimated \$825 million in FY 2009 SIG carryover funds plus the \$546 million FY 2010 SIG appropriation) is larger than the expected annual SIG appropriation over the next two fiscal years; if all funds available in FY 2010 were used to make the first year of three-year awards to LEAs for services to eligible Tier I and Tier II schools, there would not be sufficient funds to make continuation awards in subsequent fiscal years.

## **Maximizing the Impact of Regular FY 2010 SIG Allocations**

Continuing the practice of frontloading SIG funds in FY 2010 with respect to all SIG funds that are available for the FY 2010 competition (FY 2009 carryover funds plus the FY 2010 appropriation) would, in many States, limit the number of Tier I and Tier II schools that can be served as a result of the FY 2010 SIG competition. For this reason, the Department believes that, for most States, the most effective method of awarding FY 2010 SIG funds to serve the maximum number of Tier I and Tier II schools that have the capacity to fully and effectively implement a school intervention model is to frontload FY 2009 carryover funds while using FY 2010 SIG funds to make first-year only awards.

For example, if a State has \$36 million in FY 2009 carryover SIG funds and \$21 million in FY 2010 funds, and awards each school implementing a school intervention model an average of \$1 million per year over three years, the SEA would be able to fund 12 schools with FY 2009 carryover funds (*i.e.*, the \$36 million would cover all three years of funding for those 12 schools), plus an additional 21 schools with FY 2010 funds (*i.e.*, the \$21 million would cover the first year of funding for each of those schools, and the second and third years would be funded through continuation grants from subsequent SIG appropriations). Thus, the State would be able to support interventions in a total of 33 schools. However, if the same State elected to frontload all funds available for its FY 2010 SIG competition (FY 2009 carryover funds and its FY 2010 allocation), it would be able to fund interventions in only 19 schools (\$57 million divided by \$3 million per school over three years).

LEAs that receive first-year only awards would continue to implement intervention models in Tier I and Tier II schools over a three-year award period; however, second- and third-year continuation grants would be awarded from SIG appropriations in subsequent fiscal years. This practice of making first-year awards from one year's appropriation and continuation awards from funds appropriated in subsequent fiscal years is similar to the practice used for many U.S. Department of Education discretionary grant programs.

States with FY 2009 SIG carryover funds are invited to apply, as in their FY 2009 applications, for the waiver to extend the period of availability of these funds for one additional year to September 30, 2014. States that did not carry over FY 2009 SIG funds, or that carried over only a small amount of such funds, need not apply for this waiver; such States will use all available FY 2010 SIG funds to make first-year awards to LEAs in their FY 2010 SIG competitions.

## **Continuation of \$2 Million Annual Per School Cap**

For FY 2010, States continue to have flexibility to award up to \$2 million annually for each participating school. This flexibility applies both to funds that are frontloaded and those that are used for first-year only awards. As in FY 2009, this higher limit will permit an SEA to award the amount that the Department believes typically would be required for the successful

implementation of the turnaround, restart, or transformation model in a Tier I or Tier II school (e.g., a school of 500 students might require \$1 million annually, whereas a large, comprehensive high school might require the full \$2 million annually).

In addition, the annual \$2 million per school cap, which permits total per-school funding of up to \$6 million over three years, reflects the continuing priority on serving Tier I or Tier II schools. An SEA must ensure that all Tier I and Tier II schools across the State that its LEAs commit to serve, and that the SEA determines its LEAs have capacity to serve, are awarded sufficient school improvement funding to fully and effectively implement the selected school intervention models over the period of availability of the funds before the SEA awards any funds for Tier III schools.

The following describes the requirements and priorities that apply to LEA budgets and SEA allocations.

### **LEA Budgets**

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of Tier I and Tier II schools that the LEA commits to serve and the intervention model (turnaround, restart, closure, or transformation) selected for each school.
2. The budget request for each Tier I and Tier II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and Tier II schools.
5. The number of Tier III schools that the LEA commits to serve, if any, and the services or benefits the LEA plans to provide to these schools over the three-year grant period.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of Tier I, Tier II, and Tier III schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).

## **SEA Allocations to LEAs**

An SEA must allocate the LEA share of school improvement funds (*i.e.*, 95 percent of the SEA's allocation from the Department) in accordance with the following requirements:

1. The SEA must give priority to LEAs that apply to serve Tier I or Tier II schools.
2. An SEA may not award funds to any LEA for Tier III schools unless and until the SEA has awarded funds to serve all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
3. An LEA with one or more Tier I schools may not receive funds to serve only its Tier III schools.
4. In making awards consistent with these requirements, an SEA must take into account LEA capacity to implement the selected school interventions, and also may take into account other factors, such as the number of schools served in each tier and the overall quality of LEA applications.
5. An SEA that does not have sufficient school improvement funds to allow each LEA with a Tier I or Tier II school to implement fully the selected intervention models may take into account the distribution of Tier I and Tier II schools among such LEAs in the State to ensure that Tier I and Tier II schools throughout the State can be served.
6. Consistent with the final requirements, an SEA may award an LEA less funding than it requests. For example, an SEA that does not have sufficient funds to serve fully all of its Tier I and Tier II schools may approve an LEA's application with respect to only a portion of the LEA's Tier I or Tier II schools to enable the SEA to award school improvement funds to Tier I and Tier II schools across the State. Similarly, an SEA may award an LEA funds sufficient to serve only a portion of the Tier III schools the LEA requests to serve.
7. Note that the requirement in section II.B.9(a) of the SIG requirements, under which an SEA that does not serve all of its Tier I schools must carry over 25 percent of its FY 2009 SIG allocation to the following year, does not apply to FY 2010 SIG funds.

An SEA's School Improvement Grant award to an LEA must:

1. Include not less than \$50,000 or more than \$2 million per year for each participating school (*i.e.*, the Tier I, Tier II, and Tier III schools that the LEA commits to serve and that the SEA approves the LEA to serve).
2. Provide sufficient school improvement funds to implement fully and effectively one of the four intervention models in each Tier I and Tier II school the SEA approves the LEA to serve or close, as well as sufficient funds for serving participating Tier III schools. An

SEA may reduce an LEA's requested budget by any amounts proposed for interventions in one or more schools that the SEA does not approve the LEA to serve (*i.e.*, because the LEA does not have the capacity to serve the school or because the SEA is approving only a portion of Tier I and Tier II schools in certain LEAs in order to serve Tier I and Tier II schools across the State). An SEA also may reduce award amounts if it determines that an LEA can implement its planned interventions with less than the amount of funding requested in its budget.

3. Consistent with the priority in the final requirements, provide funds for Tier III schools only if the SEA has already awarded funds for all Tier I and Tier II schools across the State that its LEAs commit to serve and that the SEA determines its LEAs have capacity to serve.
4. Include any requested funds for LEA-level activities that support implementation of the school intervention models.
5. Apportion any FY 2009 carryover school improvement funds so as to provide funding to LEAs over three years (assuming the SEA has requested and received a waiver to extend the period of availability to September 30, 2014).
6. Use FY 2010 school improvement funds to make the first year of three-year grant awards to LEAs (unless the SEA has received a waiver of the period of availability for its FY 2010 funds). Continuation awards for years 2 and 3 would come from SIG appropriations in subsequent fiscal years.

## **APPENDIX B**

	<b>Schools an SEA MUST identify in each tier</b>	<b>Newly eligible schools an SEA MAY identify in each tier</b>
<b>Tier I</b>	Schools that meet the criteria in paragraph (a)(1) in the definition of “persistently lowest-achieving schools.” <sup>§</sup>	Title I eligible <sup>**</sup> elementary schools that are no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(1)(i) in the definition of “persistently lowest-achieving schools” <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier II</b>	Schools that meet the criteria in paragraph (a)(2) in the definition of “persistently lowest-achieving schools.”	Title I eligible secondary schools that are (1) no higher achieving than the highest-achieving school that meets the criteria in paragraph (a)(2)(i) in the definition of “persistently lowest-achieving schools” or (2) high schools that have had a graduation rate of less than 60 percent over a number of years <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two consecutive years.</li> </ul>
<b>Tier III</b>	Title I schools in improvement, corrective action, or restructuring that are not in Tier I. <sup>††</sup>	Title I eligible schools that do not meet the requirements to be in Tier I or Tier II <u>and</u> that are: <ul style="list-style-type: none"> <li>• in the bottom 20% of all schools in the State based on proficiency rates; <u>or</u></li> <li>• have not made AYP for two years.</li> </ul>

<sup>§</sup> “Persistently lowest-achieving schools” means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

- (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

- (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

<sup>\*\*</sup> For the purposes of schools that may be added to Tier I, Tier II, or Tier III, “Title I eligible” schools may be schools that are eligible for, but do not receive, Title I, Part A funds or schools that are Title I participating (i.e., schools that are eligible for and do receive Title I, Part A funds).

<sup>††</sup> Certain Title I schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II rather than Tier III. In particular, certain Title I secondary schools in improvement, corrective action, or restructuring that are not in Tier I may be in Tier II if an SEA receives a waiver to include them in the pool of schools from which Tier II schools are selected or if they meet the criteria in section I.A.1(b)(ii)(A)(2) and (B) and an SEA chooses to include them in Tier II.

District Level Information

## Title I School Improvement Grant- LEA Information Overview Page

IRN	Building Name	Tier	School Improvement Status	Total Enrollment	FY12 Pre-Implementation Amount	FY12 Year 1 Implementation Amount	FY12 Budget	FY13 Budget	FY14 Budget	Building is served as a Schoolwide OR Apply for a waiver to implement a SW program in Tier I school that does not meet 40% poverty	Apply for a waiver to "start over" in SI timeline (only if implementing turnaround or restart model in Tier I school))	Intervention Model	Indicators of Impact Reading Achievement Math Achievement Graduation Rate Implementation of Model SI Strategies-SBR
000001	Building A	Tier I	SI Year 5							<input type="checkbox"/>	<input type="checkbox"/>		
000002	Building B	Tier II	SI Year 4							<input type="checkbox"/>	<input type="checkbox"/>		
000003	Building C	Tier III	SI Year 2							<input type="checkbox"/>	<input type="checkbox"/>		
000004	Building D	Tier III	SI Year 3							<input type="checkbox"/>	<input type="checkbox"/>		

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

LEA may not exceed \$2,000,000 per year multiplied by the number of schools in Tier I, II, III that it commits to serve.

## Building Level Information

District name (District IRN) - County – Fiscal Year – Grant Name - Rev 0 - School Name (School IRN)

### Needs Assessment - (All data need to be filled in appropriately.)

Please note that If LEA does not apply for one of the Tier I or Tier II schools, describe the lack of sufficient capacity to do so in the History Log. LEA must address areas including, but not limited to if school is closing, number of Tier I and Tier II schools within the LEA, enrollment number of students, percentages of proficient students (Reading and Math). LEA must indicate if Tier III schools will be served in the History Log. If LEA has multiple eligible schools, factors determining prioritization must be noted.

Tier: Tier 1	School Improvement Status: SI Year 1
<input style="width: 80px;" type="text"/> Total number of students impacted	<input style="width: 80px;" type="text"/> Total Enrollment
<input type="checkbox"/> Building is served as a Schoolwide OR Applies for a waiver to implement a SW program in Tier I school that does not meet 40% poverty	<input type="checkbox"/> Apply for a waiver to “start over” in SI timeline (only if implementing turnaround or restart model in Tier I school)
<input style="width: 80px;" type="text"/> FY12 Pre-Implementation Amount	<input style="width: 80px;" type="text"/> FY12 Year 1 Full Implementation Amount
<input style="width: 80px;" type="text"/> FY13 Budget	<input style="width: 80px;" type="text"/> FY14 Budget

### Intervention Model- (Please select one of the check boxes.)

<input type="checkbox"/> Turnaround	<input type="checkbox"/> Restart
<input type="checkbox"/> Transformation	<input type="checkbox"/> Closure
<input type="checkbox"/> Tier III Strategies	<input type="checkbox"/> None

### Indicators of Impact

Indicators of Impact: LEA should provide information regarding how the selected intervention model or improvement strategy matches the LEA’s needs and will impact student achievement. Discuss standards of performance for the following, but not limited to:

- Reading Achievement
- Math Achievement
- Graduation Rate/ Attendance Rates
- Implementation of Model or SI Strategies- Scientifically Research-Based (SBR)

### Pre-implementation Activities and Budget

Describe the activities the LEA will take prior to the beginning of the 2011-2012 school year in order to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year. Include the proposed budget amount needed to carry out the pre-implementation activities. LEAs are not required to begin spending SIG funds prior to the beginning of the school year, but may do so. Use the space provided to describe activities and expenses that are (1) directly related to full and effective implementation of the selected intervention model, (2) both reasonable and necessary for implementation, (3) address needs identified by the LEA, and (4) help improve student academic achievement. If the LEA will not be carrying out pre-implementation activities and expenses, that should be noted in the space provided.

Examples of possible allowable activities include: Family and Community Engagement, Rigorous Review of External Providers, Staffing, Instructional Programs, Professional Development and Support, Preparation for Accountability Measures. Noted examples should not be seen as exhaustive or required. Rather, they illustrate possible activities depending on the needs of particular SIG schools. SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools.

### Integration into Ohio Improvement Process

How is this grant supported by your LEA? Describe joint planning that occurred. Include OIP alignment information such as how the selected intervention model or school improvement strategy matches the LEA's needs and examines the root cause for the school's identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).

### Capacity to Implement

Design and implement interventions consistent with the final requirements: Tier I and Tier II will implement an intervention model; Tier III school strategies, submit waiver request and complete requirements associated with waiver (schoolwide components)

Recruit, screen, and select external providers, if applicable, to ensure their quality:

- proven track record of successful school improvement
- matched to the needs of the students and the interventions
- selected from list of approved external providers supplied by the Ohio Department of Education

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively: The LEA should describe how it will address details contained in, but not limited to, negotiated agreements, board policies, Ohio Revised Code. It is the responsibility of the LEA submitting the application to secure such approval prior to submission of the application.

### Stakeholder Involvement/Collaboration

Who are your major partners? Consult with various relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools school improvement strategies in Tier III schools.

Describe joint planning that occurred as well as the level of commitment among all parties (district and building level). Applicants must describe the stakeholder roles and their contributions to the success of the project.

### Goals, Strategies and Action Steps

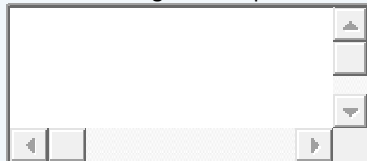
[Expand All](#) [Collapse All](#)

### Alignment with Other Resources

Identify the additional and supporting resources (e.g. internal building, local community, business and partner schools) that will be utilized in the project and demonstrate how these resources will impact success. Please explain how your project will leverage other and supporting resources (fiscal, human, technical, etc.) in the implementation of the intervention model.

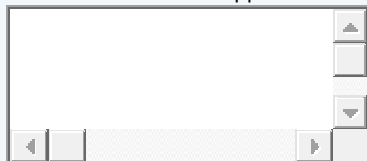
### Continuation

How will your initiative sustain itself if/when funding is reduced or ended? (feasibility of sustaining the initiative, reasonable, resources brought to the process to continue to support over time, leveraging existing resources)



### Timeline

Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application and services it will provide to each Tier III school. (tied to IMM tool)



### Program Evaluation/Monitoring/Outcomes

Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics. State other annual goals of the project. How will you evaluate your progress in achieving your goals and objectives? Goals must be stated in the form of SMART (specific, measureable, achievable, realistic, time-bound) goals. Goals will be based on the use of the Ohio Improvement Process (particularly the decision framework).



### Data Collection – Student Achievement

Determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model. Applicants must describe the process used to select the intervention model and how the success of the implementation will be measured. Measures of success must be stated. Measures of success will be linked directly to the indicators of impact stated in the Building Overview page (reading, math, graduation rate, SI strategies, intervention models, etc.).



### Budget Narrative

Explain/ describe how funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. Applicants must show how these funds will be spent. The application should include an explanation for

each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner.

FY12 proposed LEA budget

FY13 proposed LEA budget

FY14 proposed LEA budget

### Project Summary

Provide an overview of the proposed project, including a description of the following:

- The audience (who the project will directly impact);
- The educational goals/need (what the project strives to ultimately accomplish); and
- The activities (how the project will be carried out).

The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application.

### Assurances

The LEA must assure that it will comply with all Federal assurances and that it will—

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I, Tier II, and Tier III school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and all identified partners to abide by all assurances outlined in the Assurance section of the CCIP and the requirements identified in the School Improvement Grant Request For Application. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

**Evaluation Scoring Rubric**

**All areas will use a six-point quality scale for each rubric item or question:**

1. There is no evidence or irrelevant evidence that the data substantiates the educational needs described in the project summary.
2. There is minimal evidence and/or limited potential that the data provided substantiates the educational needs.
3. The data provides some evidence as to the educational need; however, there are some inconsistencies between the data supplied and the correlation to the need.
4. The summary provides some good examples of data substantiating the educational needs.
5. Strong, relevant data to substantiate the educational needs throughout the application are provided; high potential of need based upon data.
6. High-level of evidence, supported by relevant data, to substantiate the educational needs of the building; data strongly suggests educational needs.

Point Value weighted	Area					
	<p><b>1. District commits to serve Tier I, II, III schools: Priority- If an LEA serves schools in Tier I, Tier II Schools. Please see History Log to determine commitment by LEA to serve buildings.</b></p> <p><b>The LEA has selected an intervention model for each of its Tier I and Tier II schools OR if an LEA does not select an intervention model for each of its Tier I and Tier II schools, the LEA must explain why it lacks the capacity to serve all of its Tier I and Tier II schools. LEA must address areas including, but not limited to if school is closing, number of Tier I and Tier II schools within the LEA, enrollment number of students, percentages of proficient students (Reading and Math). LEA must indicate if Tier III schools will be served.</b></p>					
<i>0 Did Not Attempt</i>	<i>1 No Evidence</i>	<i>2 Minimal Evidence/ Limited Potential</i>	<i>3 Some Evidence; Inconsistencies</i>	<i>4 Some Good Examples</i>	<i>5 Strong, relevant data; high potential</i>	<i>6 High-level of evidence; substantiates need; high level of potential success</i>
	<p>Omitted or vague information is provided for each school to be served.</p> <p>Response does not address the question</p>	<p>Vague or unclear identification of schools to be served with a school improvement 1003(g) grant.</p> <p>Limited evidence of the process used by the LEA to determine the buildings served; lack of sound reasoning for serving buildings.</p>	<p>Proposal includes clear identification of the schools to be served with a school improvement 1003(g) grant; no additional information is given.</p> <p>The LEA has used a process to determine buildings served. However, the determination of the buildings to be served is lacking and some of the decision-making appears faulty. The same interventions are selected for the schools, regardless of student need.</p>	<p>Schools to be served are identified; however the LEA commits to serve all the schools in the same way (using the same strategies) without evidence that student need and capacity have been examined.</p> <p>The process for determining served buildings is sound, but does not give specific details regarding factors that are considered. Determination of served buildings seems reasonable and prioritized according to student needs.</p>	<p>Schools to be served are identified; however, there seems to be no prioritization if multiple schools are to be served.</p> <p>The LEA has considered factors in its decision to serve eligible buildings. Determination is reasonable and some of the factors in the decision-making process are specified.</p> <p>Student need is foremost in the decision process and selection of interventions.</p>	<p>Clearly identifies and prioritizes schools to be served based upon student need and capacity to implement. The LEA has considered factors in its decision to serve eligible buildings. Determination is reasonable, sound, and factors in the decision-making process are specified. Student need is foremost in the decision process.</p> <p>The LEA has considered a number of factors in its decision to serve the eligible building(s).</p> <ul style="list-style-type: none"> <li>•Number and size of enrollment of schools to serve and management of the school improvement efforts</li> <li>•Need and prioritizing schools based upon student achievement levels of reading and math</li> <li>•Teacher hiring outside of seniority rules; stability for effective teachers; additional time and compensation; analysis of staff credentials and capabilities; commitment by teacher union, school board, parents, administrative staff</li> <li>•The schools served will be served as dictated by the student needs (intervention models, activities, and school improvement strategies differ and are not simply repeated).</li> </ul>

weighted	2. Number of students to be impacted. Please see number of students impacted and budget narrative					
0 Did Not Attempt	1 No Evidence	2 Minimal Evidence/ Limited Potential	3 Some Evidence; Inconsistencies	4 Some Good Examples	5 Strong, relevant data; high potential	6 High-level of evidence; substantiates need; high level of potential success
	Few, if any, students will be impacted; budget requested reflects impact to factors other than those impacting students and individuals other than students	Few students will actually be impacted; no alignment of budget request to the amount of students impacted	Only small groups of students will actually be impacted; however, there is some alignment to number of students impacted with the actual budget request	Small number of students impacted; budget is appropriate for the number of students impacted	Entire school population is impacted; number of students is appropriate for the requested budget	Entire school population is impacted at far reaching levels; number of students is significant when compared to requested dollar amount
	3. Waiver section: LEA must complete all applicable waivers: <div> <input checked="" type="checkbox"/> Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. </div>					
	1 Required Evidence Not Present	2 Required Evidence Present				
	<div> <input checked="" type="checkbox"/> Implementing a schoolwide program in a Tier I Title I participating school that does not meet the 40 percent poverty eligibility threshold. </div>					
	1 Required Evidence Not Present	2 Required Evidence Present				

18	<p><b>4. Intervention model selected</b></p> <ul style="list-style-type: none"> <li>• Turnaround</li> <li>• Restart</li> <li>• Transformation- an LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools</li> <li>• Closure</li> </ul> <p><b>AND anticipated indicators of impact based upon the selected model. LEA should provide information regarding how the selected intervention model or school improvement strategy matches the LEA's needs and examines the root cause for the school's identification of need for improvement (use of various data to analyze the needs of the LEA must include, but are not limited to student performance data, curriculum standards and assessment, effective teachers and leaders).</b></p> <p><b>Applicant will clearly indicate reading and math indicators of impact, standards of performance; specific target standards will be identified.</b></p> <p><b>Pre-implementation activities and budget are optional. However, the pre-implementation activities should be considered when examining the overall implementation plan. Pre-implementation activities are those that the LEA will take prior to the beginning of the 2011-2012 school year in order to prepare for full implementation of a school intervention model at the start of the 2011-2012 school year.</b></p>					
<i>0 Did Not Attempt</i>	<i>1 No Evidence</i>	<i>2 Minimal Evidence/ Limited Potential</i>	<i>3 Some Evidence; Inconsistencies</i>	<i>4 Some Good Examples</i>	<i>5 Strong, relevant data; high potential</i>	<i>6 High-level of evidence; substantiates need; high level of potential success</i>
	<p>Inappropriate selection of model or SI strategy (based on Tier designation).</p> <p>If the plan would require pre-implementation activities and expenditures, no activities or expenditures are given.</p>	<p>Model or SI strategy is chosen based upon if school is a Tier I, II, or III school. Indicators of impact loosely refer to student need and give vague, general outcomes (some related to student achievement).</p> <p>If the plan would require pre-implementation activities and expenditures, the given activities are superficial and will not contribute to effective implementation of school intervention model. If pre-implementation activities are given, the budget is missing.</p>	<p>Model or SI strategy is chosen based on a variety of factors (which may include student need) but no clear relationship exists.</p> <p>If the plan would require pre-implementation activities and expenditures, some of those activities are given, though they may not be sufficient in scope to allow for full implementation of school intervention model. If pre-implementation activities are given, the budget is missing.</p>	<p>Model or strategy is chosen based on student need. No other areas are addressed, but reading and math targets are given.</p> <p>If the plan would require pre-implementation activities and expenditures, some of those activities are given, though they may not be sufficient in scope to allow for full implementation of school intervention model. If pre-implementation activities are given, the budget for those activities is given.</p>	<p>A relationship has been established between the needs (performance data, curriculum standards and assessments, effective teachers and leaders) of each school identified in the LEA's application and the respective intervention chosen. General reading and math targets are given.</p> <p>If the plan would require pre-implementation activities and expenditures, those are given. Pre-implementation activities would be given if those activities are appropriate and will allow for full implementation of school intervention model. If pre-implementation activities are given, the budget for those activities is given.</p>	<p>A clear relationship has been established between the specific needs (performance data, curriculum standards and assessments, effective teachers and leaders) of each school identified in the LEA's application and the respective intervention chosen. The LEA has considered its needs and anticipated outcomes in relation to the applicable intervention model or SI strategy by considering factors that may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• the leadership skills, training and experiences needed to drive school improvement efforts</li> <li>• the optimal assignment of staff to meet student needs</li> <li>• the required operational flexibility to recruit and retain qualified staff</li> <li>• the adequacy of current LEA OIP planning to support implementation of the selected intervention model</li> <li>• outcomes of student performance in Reading and Math, curriculum and assessment, effective teachers and leaders</li> </ul> <p>Clear targets of anticipated impact are given in reading and math performance.</p> <p>If the plan would require pre-implementation activities and expenditures, those are given. Pre-implementation activities would be given if those activities are appropriate and will allow for full implementation of school intervention model. If pre-implementation activities are given, the budget for those activities is thorough and fully supports necessary activities.</p>

24	<p><b>5. Integration into Ohio Improvement Process:</b> Applicants should address how the LEA's Comprehensive Continuous Improvement Plan (CCIP) supports their grant proposal and work done in the Ohio Improvement Process. Applicants should specifically address the following: (6 points for each bulleted area to be calibrated later; please score this item as a total of 6 points)</p> <ul style="list-style-type: none"> <li>• data utilized to determine the instructional improvement strategies and action steps identified in this proposal</li> <li>• how the strategies and action steps support the OIP plan</li> <li>• how the district/building(s) plans to monitor the selected intervention model(s) and/or improvement strategies</li> <li>• how the selected intervention model(s) and/or improvement strategies are integrated into the existing OIP</li> </ul>					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	No evidence of using the Ohio Improvement Process. No district leadership team nor identified person assigned for monitoring implementation.	States that the LEA has worked with the OIP, but no specific information is given. Lacks specific identification of leadership teams and teams for monitoring implementation.	Stage 1 and Stage 2 of the OIP are described in detail; however, there is a lack of information concerning how the LEA will implement, monitor, and evaluate the plan.	All stages of the OIP are given in general terms.	Data analysis is documented; goals, strategies and action steps are designed and based upon the examination of data. How the intervention or strategy will be implemented and monitored is described in general terms.	Root cause analysis is documented; goals, strategies and action steps are designed and based upon the examination of critical needs (root causes). A specific leadership team is identified and assigned for monitoring implementation. A description of how the selected model or strategy will be evaluated and adjusted to meet students' needs is given.
6	<p><b>6. Capacity to Implement:</b> The LEA must describe actions it has taken, or will take, to—Design and implement interventions consistent with the final requirements;; Tier I and Tier II will implement an intervention model; Tier III school intervention strategies, submit waiver request(s) and complete requirements associated with waiver (schoolwide components) and assurances</p>					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	No evidence of how resources will impact the implementation of the interventions.	Few resources are in place. Those resources in place do not seem to be directly connected to the successful implementation of the interventions. No barriers are examined.	Some resources are in place but it is not clear if the resources will ensure that the interventions will be successfully implemented. The LEA has not attempted to address barriers to success.	LEA demonstrated that some resources (staffing, expertise, time, etc.) are in place and are likely to ensure some success of the implementation. The LEA has attempted to, but has not addressed how barriers will be overcome.	LEA demonstrates adequate staffing, expertise, time, and resources to design and implement the intervention model or SI strategies. Some specific examples are given. Past barriers to success are addressed.	The LEA has staff in place with the expertise and experience to research and design the selected intervention as intended while still meeting local needs. The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions. The LEA has successfully completed OIP that will guide the design of interventions. The LEA has implemented a comprehensive diagnostic process that will inform the design and implementation of intervention strategies. The LEA has demonstrated adequate capacity to implement the selected intervention models or strategies. Barriers to implementing the selected intervention models or SI strategies have been identified and addressed.

6	<p><b>7. Capacity to Implement:</b> The LEA must describe actions it has taken, or will take, to—Recruit, screen, and select external providers, if applicable, to ensure their quality;</p> <ul style="list-style-type: none"> <li>○ proven track record of successful school improvement</li> <li>○ matched to the needs of the students and the interventions</li> <li>○ selected from list of approved external providers supplied by the Ohio Department of Education</li> </ul>					
<i>0 Did Not Attempt</i>	<i>1 No Evidence</i>	<i>2 Minimal Evidence/ Limited Potential</i>	<i>3 Some Evidence; Inconsistencies</i>	<i>4 Some Good Examples</i>	<i>5 Strong, relevant data; high potential</i>	<i>6 High-level of evidence; substantiates need; high level of potential success</i>
	<p>No external provider process is given.</p>	<p>The responsibilities of the external provider and the LEA are minimally or not defined and aligned.</p> <p>Available providers have not been researched. The track record of the provider identified has not been addressed, or it does not have a proven track record of success.</p> <p>The LEA has not indicated that it will hold the external provider accountable to high performance standards. The capacity of the external provider to serve the identified school has not been addressed, or has been minimally addressed.</p>	<p>The responsibilities of the external provider and the LEA are defined and aligned.</p> <p>The track record of the provider (in relation to the needs of the LEA) identified has not been examined and does not provide evidence that the provider matches the needs of the LEA.</p> <p>The LEA has not indicated that it will hold the external provider accountable to high performance standards.</p>	<p>Parents and community members have had some involvement in the selection process.</p> <p>The responsibilities of the external provider and the LEA are broadly defined and aligned.</p> <p>Available providers have been researched. The provider identified generally has a proven track record of success.</p> <p>The LEA has indicated that it will hold the external provider accountable to high performance standards.</p> <p>The capacity of the external provider to serve the identified school has been explored.</p>	<p>Parents and community members have been meaningfully involved from the beginning of the selection process.</p> <p>The responsibilities of the external provider and the LEA are clearly defined and aligned.</p> <p>Available providers have been thoroughly researched to match the needs of the LEA. The provider identified has a proven track record of success in working with similar schools and/or student populations.</p> <p>The LEA has specifically planned how it will hold the external provider accountable to high performance standards.</p> <p>The capacity of the external provider to serve the identified school has been clearly demonstrated.</p> <p>Implementation will occur swiftly and with fidelity during the 2011-2012 school year.</p>	<p>Reasonable and timely steps the LEA will take to recruit and screen providers to be in place by the beginning of the 2011-2012 school year that may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Analyzing the LEA's operational needs.</li> <li>• Researching and prioritizing the external providers available to serve the school.</li> <li>• Considering and analyzing the external provider market.</li> <li>• Contacting other LEAs currently or formerly engaged with the external provider regarding their experience.</li> <li>• Engaging parents and community members meaningfully to assist in the selection process.</li> <li>• Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.</li> <li>• Capacity to serve the identified school and its selected intervention model is evident.</li> </ul> <p>Implementation will occur swiftly and with fidelity during the 2011-2012 school year.</p>

6	<p><b>8. Capacity to Implement:</b> The LEA must describe actions it has taken, or will take, to—Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and the LEA should describe how it will address details contained in, but not limited to, negotiated agreements, board policies, Ohio Revised Code. It is the responsibility of the LEA submitting the application to secure such approval prior to submission of the application.</p>					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	<p>Response does not address question</p>	<p>Description contains only a few of the six major categories of capacity and commitment</p> <ul style="list-style-type: none"> <li>• LEA personnel dedicated to supporting the project</li> <li>• Purposeful and effective instructional arrangements to support the project</li> <li>• Budgeting procedures/practices adjusted to respond efficiently and effectively to the project</li> <li>• Customized supplementary support and resources provided to meet the demands of the project</li> <li>• Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers</li> <li>• Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and project staff, policy changes and procedural exceptions that provide freedom and flexibility needed)</li> </ul>	<p>Description contains only some of the six major categories of capacity and commitment</p> <ul style="list-style-type: none"> <li>• LEA personnel dedicated to supporting the project</li> <li>• Purposeful and effective instructional arrangements to support the project</li> <li>• Budgeting procedures/practices adjusted to respond efficiently and effectively to the project</li> <li>• Customized supplementary support and resources provided to meet the demands of the project</li> <li>• Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers</li> <li>• Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and project staff, policy changes and procedural exceptions that provide freedom and flexibility needed)</li> </ul>	<p>Description contains all six major categories of capacity and commitment</p> <ul style="list-style-type: none"> <li>• LEA personnel dedicated to supporting the project</li> <li>• Purposeful and effective instructional arrangements to support the project</li> <li>• Budgeting procedures/practices adjusted to respond efficiently and effectively to the project</li> <li>• Customized supplementary support and resources provided to meet the demands of the project</li> <li>• Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers</li> <li>• Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and project staff, policy changes and procedural exceptions that provide freedom and flexibility needed)</li> </ul>	<p>Description contains all six major categories of capacity and commitment to additional management capacity criteria as needed for individual campus</p> <ul style="list-style-type: none"> <li>• LEA personnel dedicated to supporting the project</li> <li>• Purposeful and effective instructional arrangements to support the project</li> <li>• Budgeting procedures/practices adjusted to respond efficiently and effectively to the project</li> <li>• Customized supplementary support and resources provided to meet the demands of the project</li> <li>• Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers</li> <li>• Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and project staff, policy changes and procedural exceptions that provide freedom and flexibility needed)</li> </ul>	<p>Description contains detailed commitment to all six of the following capacity criteria with flexibility to adjust for student/staff needs based upon on-going assessments</p> <ul style="list-style-type: none"> <li>• LEA personnel dedicated to supporting the project</li> <li>• Purposeful and effective instructional arrangements to support the project</li> <li>• Budgeting procedures/practices adjusted to respond efficiently and effectively to the project</li> <li>• Customized supplementary support and resources provided to meet the demands of the project</li> <li>• Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers</li> <li>• Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and project staff, policy changes and procedural exceptions that provide freedom and flexibility needed)</li> </ul>

6	9. Stakeholder involvement- As appropriate, the LEA must consult with various relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools school improvement strategies in Tier III schools. Applicants must list any organization partners, providing a brief description of their roles related to the success of the project.					
0 Did Not Attempt	1 No Evidence	2 Minimal Evidence/ Limited Potential	3 Some Evidence; Inconsistencies	4 Some Good Examples	5 Strong, relevant data; high potential	6 High-level of evidence; substantiates need; high level of potential success
	Response does not address the question	<p>Stakeholders are not engaged, but may participate sporadically in school interventions.</p> <p>The school community receives limited information regarding the interventions.</p> <p>There are limited opportunities for family participation and involvement.</p>	<p>The LEA engages a group of stakeholders.</p> <p>The LEA periodically and sporadically may inform the school community of the interventions but does not appear to provide opportunities for community input.</p> <p>Families participate in activities at the building level.</p>	<p>The LEA engages a limited variety of stakeholders.</p> <p>The LEA regularly informs the school community of the interventions but does not appear to provide opportunities for community input.</p> <p>Families are involved at the building level in limited ways.</p>	<p>The LEA engages a limited variety of stakeholders in meaningful ways.</p> <p>The LEA regularly informs the school community of the interventions and may provide limited opportunities for community input.</p> <p>There are attempts to incorporate the community into the curriculum as a resource.</p> <p>Families are involved and engaged at the building level in a variety of ways.</p>	<p>The LEA engages a variety of stakeholders (including but not limited to large corporations, small businesses, law enforcement, health departments, universities, faith-based and other non-profit organizations, senior citizens, and parents, among others) in meaningful ways.</p> <p>The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them an opportunity to provide input.</p> <p>Incorporate the community in meaningful ways into the curriculum as a resource for learning, including service learning, place-based education, and other strategies.</p> <p>A comprehensive family-school partnership (Epstein, 1995) addresses all types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.</p>

6	10. Stakeholder collaboration- Eligible applicants should describe joint planning that occurred as well as the level of commitment among all parties (district and building level). Applicants must describe the stakeholder roles and their contributions to the success of the project.					
0 Did Not Attempt	1 No Evidence	2 Minimal Evidence/ Limited Potential	3 Some Evidence; Inconsistencies	4 Some Good Examples	5 Strong, relevant data; high potential	6 High-level of evidence; substantiates need; high level of potential success
	Response does not address question	Description indicates a lack of processes utilized for collaboration with stakeholders.	A process for consultation with stakeholders exists. There appears to be no commitment among the parties towards the intervention.	A process for collaboration with stakeholders exists, but there is limited opportunity for true engagement. There appears to be limited commitment from the stakeholders.	<p>Description of processes utilized for consultation and engagement with stakeholders indicates a clear, effective process and may include many, but not all, of the elements</p> <ul style="list-style-type: none"> <li>• diverse outreach strategies</li> <li>• designating an employee at each school site to operate as a contact point between the stakeholders</li> <li>• a family and civic engagement team exists or plans to appoint such a team is in place</li> <li>• quality evaluation conducted regularly</li> <li>• school leaders receive assistance in networking</li> <li>• professional development for school leaders regarding effective collaboration is provided</li> <li>• extra resources are directed to support innovative partnerships between community partners and schools</li> <li>• flexibility in policies that partnerships may require are allowed and encouraged</li> <li>• parents are engaged in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach</li> </ul>	<p>Clear description of processes utilized for consultation and engagement with all relevant stakeholders regarding project organization and implementation of school improvement efforts including</p> <ul style="list-style-type: none"> <li>• diverse outreach strategies, including using personal outreach methods in a familiar language and creating an inviting environment, but the strongest motivator is showing how all services/programs ultimately help the children succeed</li> <li>• each partnering organization designates an employee at each school site to operate as a contact point between the school, organization, students, families, and community members, with the goal of creating sustainable and effective partnerships</li> <li>• a family and civic engagement team is in place and is working effectively</li> <li>• quality evaluations are conducted regularly, including data collected from all stakeholders, to determine strengths and weaknesses of services and programs offered to create a continuous cycle of improvement</li> <li>• school leaders are assisted from the district- or organization-level in networking with potential partners and in developing partnerships</li> <li>• professional development for school leaders regarding effective collaboration is provided</li> <li>• extra resources are directed to support innovative partnerships between community partners and schools</li> <li>• flexibility in policies that partnerships may require are allowed and encouraged</li> <li>• parents are engaged in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach</li> </ul>

6	<b>11. Goals and Strategies (from district planning tool):</b> The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I, II, and III schools that receive school improvement funds. The goals must be <i>educational</i> goals and stated in the CCIP planning tool. All applicants must ensure that project goals and strategies are aligned and linked to the appropriate CIP Goals.					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	Generic goals and associated strategies are given.	Goals and associated strategies are determined based upon student need.	Goals and associated strategies are determined based upon student need and are specific to the needs of the district.	Goals and associated strategies are determined based upon student need and are specific to the needs of the district. All goals are measurable and realistic. Strategies thoroughly support the attainment of the goal(s).	Goals and associated strategies are determined based upon student need and are specific to the needs of the district. Goals and strategies are specifically worded and research-based as effective school improvement strategies. All goals are measurable and realistic. Strategies thoroughly support the attainment of the goal(s).	Goals and associated strategies are determined based upon student need and are specific to the needs of the district. District-level action steps are unique to the district needs, not simply repeated. Goals and strategies are specifically worded and research-based as effective school improvement strategies. All goals are measurable and realistic. Strategies thoroughly support the attainment of the goal(s).
6	<b>12. Action Steps- For each school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement within the selected intervention model; information must also be given regarding instructional model to be used.</b>					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	Action steps do not appear to be unique to each building's student needs.	Each action step is determined based upon student need and is specific to the needs of EACH building. Action steps are unique to each building's needs, not simply repeated.  Action steps are specifically worded and research-based as effective school improvement strategies.	Each action step is determined based upon student need and is specific to the needs of EACH building. Action steps are unique to each building's needs, not simply repeated.  Action steps are research-based as effective school improvement strategies.  Few activities and school improvement strategies for each building are stated in the form of action steps.	Each action step is determined based upon student need and is specific to the needs of EACH building. Action steps are unique to each building's needs, not simply repeated.  Action steps are research-based as effective school improvement strategies.  Some of the activities and school improvement strategies for each building are stated in the form of action steps.	Each action step is determined based upon student need and is specific to the needs of EACH building. Action steps are unique to each building's needs, not simply repeated.  Action steps are specifically worded and research-based as effective school improvement strategies.  Most of the activities and school improvement strategies for each building are stated in the form of action steps.	Each action step is determined based upon student need and is specific to the needs of EACH building. Action steps are unique to each building's needs, not simply repeated.  Action steps are specifically worded and research-based as effective school improvement strategies.  All activities and school improvement strategies for each building are stated in the forms of action steps.

6	13. Align other resources with the intervention: Applicants must identify the additional and supporting resources (e.g. internal building, local community, business and partner schools) that will be utilized in the project and demonstrate how these resources will impact success. Please explain how your project will leverage other and supporting resources (fiscal, human, technical, etc.) in the implementation of the intervention model.					
0 Did Not Attempt	1 No Evidence	2 Minimal Evidence/ Limited Potential	3 Some Evidence; Inconsistencies	4 Some Good Examples	5 Strong, relevant data; high potential	6 High-level of evidence; substantiates need; high level of potential success
	Response does not address question	LEA's capacity to provide resources and related services/support to implement the project lack clarity and purpose.	LEA's capacity to provide some adequate resources is described, yet the mentioned resources are insufficient to implement the project.	LEA's capacity to provide adequate resources and related services/support to implement the project is clearly described.	LEA's capacity to provide adequate resources and related services/support to effectively implement the project is clearly described. Other resources which support the project are mentioned.	Multiple resources have been identified for alignment. Specific ways of alignment provided for each resource. The ability of LEA to align federal, state, local funding sources with the grant activities is clear; statewide systems of support are utilized.  LEA's capacity to provide sufficient resources and related services/support to effectively implement the project are clearly described.  Other resources support the project and are clearly described.
6	14. Continuation, sustain- The LEA must describe how it will sustain the reforms after the funding period ends. (feasibility of sustaining the initiative, reasonable, resources brought to the process to continue to support over time, leveraging existing resources)					
0 Did Not Attempt	1 No Evidence	2 Minimal Evidence/ Limited Potential	3 Some Evidence; Inconsistencies	4 Some Good Examples	5 Strong, relevant data; high potential	6 High-level of evidence; substantiates need; high level of potential success
	Response does not address question	Plans for continuation and sustainability are limited and do not realistically address the issues associated with the continuation of the project.	The LEA attempts to address the continuation of the initiative but only addresses fiscal resources.	The LEA addresses the continuation of the initiative by examining areas other than funding sources in order to sustain the project. The LEA attempts to develop a plan to address time, funding, human, and other resources. Plans to address these areas are vague, however.	The staff shares in the reform; plans are in place to deal with staffing and funding changes; other funding sources are leveraged; time is reserved and protected (but specific details are not included).  To ensure sustainability, the LEA has <ul style="list-style-type: none"> <li>identified LEA resources and capabilities for sustaining the intervention</li> <li>anticipated some possible changes such as changes in personnel, contraction of resources, or revisions to policy that would threaten the practices, structures, and attitudes that resulted in improved achievement and provided for contingencies that respond to such threats</li> </ul>	Staff and wider communities share in the reform; plans are in place to deal with staffing and funding changes (including transitions in leadership); plans in place to continue data collection and usage; other funding sources are leveraged; time is reserved and protected for educator collaboration and job-embedded professional development.  To ensure sustainability, the LEA has specifically and thoroughly <ul style="list-style-type: none"> <li>identified resources and capabilities (including community partners) for sustaining the intervention</li> <li>conveyed to the school community the appropriateness and the effectiveness of the (research-based) efforts</li> <li>anticipated changes in personnel, contraction of resources, or revisions to policy that would threaten the practices, structures, and attitudes that resulted in improved achievement and provided for contingencies that respond to such threats</li> <li>from the beginning, the purpose and workings of the reform must be well understood by and have the support of school faculty and of the community and its leaders, including political leaders and the school board, in order to be sustained</li> <li>ensured that new staff is committed to adopting the reform measures</li> </ul>

6	15. <b>Timeline:</b> The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application and services it will provide to each Tier III school. (tied to IM/M tool)					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	Response does not address question	The model and improvement activities are briefly described. There is no mention or tie-in to the IM/M Tool.	The model and improvement activities are briefly described and a timeline is discussed (but is not specific). There is no mention or tie-in to the IM/M Tool.	The model and improvement activities are described and a timeline for implementation is discussed. Reference to using the IM/M Tool is vague.	The model and improvement activities are described in detail with obtainable implementation timelines. The proposed budget supports the model and activities that are clearly stated. Use of the IM/M Tool is given.	Clearly states the model, improvement activities, and timeline in a step by step format to obtain student growth. This plan and timeline has a strategy for revision should student achievement goals dictate the need. The proposed budget each year clearly supports all aspects of the project. The process the LEA will utilize the IM/M Tool is thorough and well-thought out and provides opportunities for reflection and revision as necessary.
6	16. <b>Program Evaluation, Monitoring, Outcomes:</b> The applicant must describe the annual goals for student achievement on the state's assessments in both reading/language arts and math. Applicants must demonstrate how they will evaluate the progress in achieving project goals and objectives. Applicants must detail their comprehensive evaluation process and accountability measures. Projects <i>must</i> utilize evaluation measures that directly relate to their stated educational goals and performance indicators. Goals must be stated in the form of SMART (specific, measureable, achievable, realistic, time-bound) goals. Goals will be based on the use of the Ohio Improvement Process (particularly the decision framework).					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	Response does not address question	Minimum description of assessment tools to be utilized.	Processes to identify and address problems throughout the project do not exist and are limited to summative data pieces.	Evidence of monitoring techniques, formative evaluation and data collection methods. Processes to identify and address problems throughout the project are described. Detailed description of assessment tools, with processes for utilization of information and inclusive of student needs at the site.	Identifies starting value from previous data and final value so amount of increase is clear; stretches the previous achievement level with a reasonable increase; includes all students (with the actual number of students included in the assessment). Monitoring techniques, formative evaluation and data collection methods are described. Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities. Annual goal is stated is as a SMART goal.	Multiple grades addressed; linked to student achievement in Reading and/or Math; specific student populations to be measured are identified; Descriptions for on-going monitoring, formative evaluation and data collection methods are clearly described. Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities. Multiple assessment tools that are understandable with rich utilization processes that can be clearly transferred into revised action plans and inclusive of student needs at the site. Annual goal is stated is as a SMART goal.

6	<p><b>17. Data Collection - Student Achievement:</b> The applicant will need to determine how the selected intervention model will increase student achievement, and then measure the success of the intervention model. Applicants must describe the process used to select the intervention model and how the success of the implementation will be measured. Measures of success must be stated. Measures of success will be linked directly to the indicators of impact stated in the Building Overview page (reading, math, graduation rate, SI strategies, intervention models, etc.).</p>					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	<p>Response does not address question</p>	<p>Evidence of monitoring techniques, formative evaluation and data collection methods is lacking.</p> <p>There is no reference to the indicators of impact section of the Building Overview Page.</p> <p>Measures of success are given for only one of the following areas:</p> <ol style="list-style-type: none"> <li>1. reading/ language arts</li> <li>2. math</li> <li>3. graduation rate (or attendance / completion for buildings without a graduation rate)</li> </ol>	<p>There is minimal use of assessment tools to determine progress for meeting goals.</p> <p>Data within the indicators of impact section are mentioned, though the alignment is lacking.</p> <p>Measures of success are given for only two of the following areas:</p> <ol style="list-style-type: none"> <li>1. reading/ language arts</li> <li>2. math</li> <li>3. graduation rate (or attendance / completion for buildings without a graduation rate)</li> </ol>	<p>Multiple assessment tools, and specific processes described for determining progress for meeting goals which are aligned to campus needs are given.</p> <p>Data within the indicators of impact section somewhat aligned with the measures of success.</p> <p>Measures of success address the following areas, but limited information is provided in all of the areas of</p> <ol style="list-style-type: none"> <li>1. reading/ language arts</li> <li>2. math</li> <li>3. graduation rate (or attendance / completion for buildings without a graduation rate)</li> </ol> <p>Processes to identify and address problems throughout the project are described.</p>	<p>Multiple assessment tools, and specific processes described for determining progress for meeting goals which are aligned to campus needs are given.</p> <p>Data within the indicators of impact section are aligned with the measures of success.</p> <p>Measures of success address</p> <ol style="list-style-type: none"> <li>1. reading/ language arts</li> <li>2. math</li> <li>3. graduation rate (or attendance / completion for buildings without a graduation rate)</li> </ol> <p>Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities.</p>	<p>Multiple assessment tools, and detailed processes described for determining progress for meeting goals which are aligned to campus needs are listed;</p> <p>There is a description of data and processes used to select the particular intervention model or school improvement strategy as listed in the indicators of impact section.</p> <p>Measures of success are given for each eligible building and are linked directly to the indicators of impact given on the Building Overview page.</p> <p>Measures of success thoroughly address at each grade level and for specific sub-groups</p> <ol style="list-style-type: none"> <li>1. reading/ language arts</li> <li>2. math</li> <li>3. graduation rate (or attendance / completion for buildings without a graduation rate)</li> </ol> <p>Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities.</p> <p>Multiple assessment tools, with rich utilization processes that can be reasonably transferred into revised action plans and are inclusive of campus needs are given.</p>

6	<b>18. Budget Narrative:</b> The LEA must include a description of how funds will be used to implement the selected model in each Tier I and Tier II school it commits to serve; conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (Applicants must show how these funds will be spent. The application should include an explanation for each expenditure, its source if part of the match and how each expenditure aligns with project goals in an efficient and effective manner.) Applicants will follow all current Ohio Department of Education fiscal procedures as outlined in the CCIP Project Cash Request (PCR) process.					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	Response does not address question	Budget does not address and/or does not align with student needs and stated activities.	Budget is prepared based on needs assessment and project, but lacks detail.	<p>Budget is clearly written to justify expected costs associated with the project and supports the student outcomes.</p> <p>Budget is clearly written based on comprehensive needs assessment and justifies expected costs associated with the project.</p> <p>Budget facilitates student academic growth.</p> <p>Budget is clearly written to justify expected costs associated with the project and supports student outcomes.</p> <p>Budget works in concert with other federal, state, and local funds. Multiple resources are aligned with LEA/campus project goals and objectives.</p>	<p>Budget explains in detail all associated costs with the project.</p> <p>A cost analysis has been performed to meet expected student goals. Budget clearly supports expected student outcomes. Budget is clearly written based on comprehensive needs assessment and justifies expected costs associated with the project.</p> <p>Budget facilitates student academic growth.</p> <p>Budget is clearly written to justify expected costs associated with the project and supports student outcomes.</p> <p>Budget works in concert with other federal, state, and local funds. Multiple resources are aligned with LEA/campus project goals and objectives.</p> <p>Budget projections made for end of project funding.</p>	<p>Budget explains in detail all associated costs with the project.</p> <p>A cost analysis has been performed to meet expected student goals. Budget clearly supports expected student outcomes.</p> <p>Project costs and scope of grant are aligned.</p> <p>Detailed description of budget activities facilitates student academic growth.</p> <p>Budget includes all personnel, use of facilities, related/support services. Contingency funds are addressed.</p> <p>Funds from federal, state, and local sources are clearly coordinated to support the school improvement process.</p> <p>Detailed plans evident for continuing processes after the funding period ends.</p>
<b>Did Not Attempt</b>	<b>19. Grant Availability:</b> The LEA must project how funds will be used during the period of availability of grant funding. Budget amounts must be given for Year 1 (FY 12), Year 2 (FY 13) and Year 3 (FY 14).					
	1 Required Evidence Not Present	2 Required Evidence Present				

6	<p><b>20. Project Summary:</b> Applicants will provide a brief summary of the project. Applicants must provide an overview of the proposed project, including a description of the following:</p> <ul style="list-style-type: none"> <li>• The audience (who the project will directly impact);</li> <li>• The educational goals/need (what the project strives to ultimately accomplish); and</li> <li>• The activities (how the project will be carried out).</li> </ul> <p>The summary should be written so that readers, including peer reviewers, will understand the overall concept of the application</p>					
0 <i>Did Not Attempt</i>	1 <i>No Evidence</i>	2 <i>Minimal Evidence/ Limited Potential</i>	3 <i>Some Evidence; Inconsistencies</i>	4 <i>Some Good Examples</i>	5 <i>Strong, relevant data; high potential</i>	6 <i>High-level of evidence; substantiates need; high level of potential success</i>
	Response does not address question	<p>It is unclear that student needs at each site were taken into account when preparing the application.</p> <p>There is no mention of research based practices.</p>	<p>Application is prepared based on needs assessment, but lacks clarity and organization.</p> <p>Description of research based best practices is limited or does not address identified needs.</p>	<p>Application is prepared based on needs assessment and intervention model chosen.</p> <p>Application components are organized and align with critical success factors supporting student outcomes.</p> <p>Federal requirements are addressed within the application.</p> <p>Description of research based best practices are applicable to proposed project design.</p>	<p>Application is clearly written based on needs assessment and justifies expected costs associated with intervention model chosen.</p> <p>Application components are organized and align with critical success factors supporting student outcomes.</p> <p>Federal requirements are addressed within the application.</p> <p>Description of research based best practices are utilized support to proposed project design.</p>	<p>Application is clearly written based on needs assessment and justifies expected costs associated with intervention model chosen.</p> <p>Application components are organized and align with critical success factors supporting student outcomes.</p> <p>Federal requirements are addressed within the application.</p> <p>Overall application is clearly written with few questions unanswered.</p> <p>Description of research-based best practices are seamlessly utilized throughout the proposed project design.</p>

	A	B	C	D	E	F	G	H	I	J
1	District	District NCES ID	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate	Drop-out Recovery School (DRS)	Pulled into Tier by Graduation Rate
2	Ada Exempted Village	3904518	Ada Elementary School	02112			X			
3	Adams County/Ohio Valley Local	3906190	West Union Elementary School	04113			X			
4	Adena Local	3904949	Adena Elementary School	03613			X			
5	Akron City	3904348	Akron Opportunity Center	05408	X					
6	Akron City	3904348	Barrett Elementary School	00002			X			
7	Akron City	3904348	Bettes Elementary School	00024			X			
8	Akron City	3904348	Bridges Learning Center	05265	X					
9	Akron City	3904348	Buchtel High School	00051		X		81.6		
10	Akron City	3904348	East High School	00106			X	79.3		
11	Akron City	3904348	Findley Elementary School	00015			X			
12	Akron City	3904348	Forest Hill Community Learning Center	00018			X			
13	Akron City	3904348	Harris Elementary School	00025			X			
14	Akron City	3904348	Hill Elementary School	00029			X			
15	Akron City	3904348	Hyre Middle School	00031			X			
16	Akron City	3904348	Innes Middle School	00032			X			
17	Akron City	3904348	Jennings Community Learning Center	00034			X			
18	Akron City	3904348	Kent Middle School	00036			X			
19	Akron City	3904348	Litchfield Middle School	00042			X			
20	Akron City	3904348	Mason Community Learning Center	00044			X			
21	Akron City	3904348	Perkins Middle School	00047			X			
22	Akron City	3904348	Rankin Elementary School	00050			X			
23	Akron City	3904348	Robinson Community Learning Center	00054			X			
24	Akron City	3904348	Schumacher Academy Elementary School	00055			X			
25	Akron City	3904348	Seiberling Elementary School	00056			X			
26	Allen East Local	3904575	Allen East Elementary School	02332			X			
27	Alliance City	3904349	Alliance Middle School	04189			X			
28	Alliance City	3904349	Rockhill Elementary School	04191			X			
29	Amanda-Clearcreek Local	3904684	Amanda-Clearcreek Elementary School	02671			X			
30	Ashland City	3904350	Edison Elementary School	00077			X			
31	Ashtabula Area City	3904351	Mckinsey Elementary School	00088			X			
32	Ashtabula Area City	3904351	Saybrook Elementary School	00090			X			
33	Athens City	3904352	Chauncey Elementary School	00099			X			
34	Athens City	3904352	The Plains Elementary School	00102			X			
35	Austintown Local	3904829	Woodside Elementary School	03194			X			
36	Barberton City	3904353	Barberton High School	00104			X	89.5		
37	Barberton City	3904353	Highland Middle School	00107			X			
38	Barberton City	3904353	Light Middle School	00109			X			
39	Beavercreek City	3904724	Fairbrook Elementary School	02812			X			

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40	Bedford City	3910017	Carylwood Intermediate School	00128			X			
41	Bedford City	3910017	Columbus Intermediate School	00323			X			
42	Bellefontaine City	3904358	Northeastern Elementary School	00146			X			
43	Bellefontaine City	3904358	Western Elementary School	00149			X			
44	Belpre City	3904361	Belpre High School	00159			X	94.2		
45	Benton Carroll Salem Local	3904892	R C Waters Elementary School	03454			X			
46	Berea City	3904360	Brookpark Memorial Elementary School	00163			X			
47	Bethel-Tate Local	3904631	Hill Intermediate Elementary School	04589			X			
48	Bridgeport Exempted Village	3904523	The Bridgeport School District - Middle School	02129			X			
49	Brooklyn City	3904365	Brookridge Elementary School	00201			X			
50	Bucyrus City	3904368	Bucyrus Secondary School	00216			X	93.2		
51	Campbell City	3904370	Campbell Middle School	00235			X			
52	Canton City	3904371	Allen Elementary School	00236			X			
53	Canton City	3904371	Barbara F Schreiber Elementary School	00259			X			
54	Canton City	3904371	Belden Elementary School	00238			X			
55	Canton City	3904371	Belle Stone Elementary School	00239			X			
56	Canton City	3904371	Canton City Digital Academy	05489		X		60		
57	Canton City	3904371	Cedar Elementary School	00240			X			
58	Canton City	3904371	Crenshaw Middle School	00242			X			
59	Canton City	3904371	Dueber Elementary School	00243			X			
60	Canton City	3904371	Fairmount Elementary School	00244			X			
61	Canton City	3904371	Gibbs Elementary School	00245			X			
62	Canton City	3904371	Hartford Middle School	00247			X			
63	Canton City	3904371	Lehman Middle School	00249			X			
64	Canton City	3904371	Timken High School	00256			X	78.2		
65	Canton City	3904371	Youtz Elementary School	00261			X			
66	Carlisle Local	3905041	Bobby F. Grigsby Intermediate School	03936			X			
67	Carrollton Exempted Village	3904527	Bell-Herron Middle School	04159			X			
68	Carrollton Exempted Village	3904527	Carrollton Elementary School	02153			X			
69	Chillicothe City	3904374	Chillicothe Middle School	00286			X			
70	Cincinnati City	3904375	Academy for Multilingual Immersion Studies	04258			X			
71	Cincinnati City	3904375	Academy Of World Languages Elementary School	04280			X			
72	Cincinnati City	3904375	Bond Hill Academy Elementary School	00293			X			
73	Cincinnati City	3904375	Carson Elementary School	03703			X			
74	Cincinnati City	3904375	Chase Elementary School	00303			X	0		
75	Cincinnati City	3904375	Cheviot Elementary School	00304			X			
76	Cincinnati City	3904375	College Hill Fundamental Academy	00311			X			
77	Cincinnati City	3904375	Ethel M. Taylor Academy	00350			X			

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78	Cincinnati City	3904375	Frederick Douglass Elementary School	00320			X			
79	Cincinnati City	3904375	Hartwell Elementary School	00330			X			
80	Cincinnati City	3904375	James N. Gamble Montessori High School	05375		X		0		
81	Cincinnati City	3904375	John P Parker Elementary School	00344			X	100		
82	Cincinnati City	3904375	Midway Elementary School	00349			X	0		
83	Cincinnati City	3904375	Mt. Airy Elementary School	00351			X			
84	Cincinnati City	3904375	Mt. Washington Elementary School	00352			X			
85	Cincinnati City	3904375	Oyler School	00357	X			55.3		Yes
86	Cincinnati City	3904375	Pleasant Hill Elementary School	00361			X			
87	Cincinnati City	3904375	Pleasant Ridge Montessori School	00362			X			
88	Cincinnati City	3904375	Quebec Heights Elementary School	00364			X			
89	Cincinnati City	3904375	Rees E. Price Elementary School	05404			X			
90	Cincinnati City	3904375	Riverview East Academy	04274			X	100		
91	Cincinnati City	3904375	Roberts Academy: A Paideia Learning Community	00366			X			
92	Cincinnati City	3904375	Rockdale Academy Elementary School	00367			X			
93	Cincinnati City	3904375	Roll Hill School	05098			X			
94	Cincinnati City	3904375	Roselawn Condon Elementary School	00370			X			
95	Cincinnati City	3904375	Shroder Paideia High School	00377		X		91.8		
96	Cincinnati City	3904375	Silverton Paideia Elementary School	00378			X			
97	Cincinnati City	3904375	Western Hills Engineering High School	04241		X		64.5		
98	Cincinnati City	3904375	Westwood Elementary School	00389			X			
99	Cincinnati City	3904375	Winton Hills Academy Elementary School	00392			X			
100	Cincinnati City	3904375	Withrow International High School	04254			X	93.4		
101	Cincinnati City	3904375	Woodford Paideia Elementary School	00395			X			
102	Circleville City	3904376	Court Elementary School	00400			X			
103	Clark-Shawnee Local	3904628	Reid Elementary School	02500			X			
104	Clay Local	3910026	Rosemount Elementary School	03645			X			
105	Claymont City	3904377	Claymont High School	00405			X	92.1		
106	Claymont City	3904377	Claymont Junior High School	00404			X			
107	Clearview Local	3904813	Durling Middle School	03121			X			
108	Cleveland Heights-University Heights	3904379	Boulevard Elementary School	00566			X			
109	Cleveland Heights-University Heights	3904379	Canterbury Elementary School	00567			X			
110	Cleveland Heights-University Heights	3904379	Fairfax Elementary School	00569			X			
111	Cleveland Heights-University Heights	3904379	Oxford Elementary School	00576			X			
112	Cleveland Municipal	3904378	Adlai Stevenson School	00413			X			
113	Cleveland Municipal	3904378	Almira	00417			X			
114	Cleveland Municipal	3904378	Andrew J Rickoff	00418			X			
115	Cleveland Municipal	3904378	Anton Grdina	00420			X			

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116	Cleveland Municipal	3904378	Artemus Ward	00421			X			
117	Cleveland Municipal	3904378	Benjamin Franklin	00424			X			
118	Cleveland Municipal	3904378	Bolton	00425			X			
119	Cleveland Municipal	3904378	Buckeye-Woodland School	00429			X			
120	Cleveland Municipal	3904378	Buhrer	00430			X			
121	Cleveland Municipal	3904378	Captain Arthur Roth	00431			X			
122	Cleveland Municipal	3904378	Carl F Shuler	00432			X	73.2		
123	Cleveland Municipal	3904378	Case	00433			X			
124	Cleveland Municipal	3904378	Charles A Mooney School	00435			X			
125	Cleveland Municipal	3904378	Charles Dickens School	00436			X			
126	Cleveland Municipal	3904378	Charles W Eliot School	00440			X			
127	Cleveland Municipal	3904378	Clara E Westropp School	00442			X			
128	Cleveland Municipal	3904378	Clark School	00443			X			
129	Cleveland Municipal	3904378	Daniel E Morgan School	00447			X			
130	Cleveland Municipal	3904378	Denison	00448			X			
131	Cleveland Municipal	3904378	East Clark	00453			X			
132	Cleveland Municipal	3904378	Emile B Desauze Elementary School	00457			X			
133	Cleveland Municipal	3904378	Fullerton School	00462			X			
134	Cleveland Municipal	3904378	Genesis Academy	05339	X			0		
135	Cleveland Municipal	3904378	George Washington Carver	00464			X			
136	Cleveland Municipal	3904378	Giddings	00466			X			
137	Cleveland Municipal	3904378	Ginn Academy	05414			X			
138	Cleveland Municipal	3904378	H Barbara Booker Elementary School	00469			X			
139	Cleveland Municipal	3904378	Hannah Gibbons-Nottingham Elementary School	00729			X			
140	Cleveland Municipal	3904378	Harvey Rice Elementary School	00474			X			
141	Cleveland Municipal	3904378	Iowa-Maple Elementary School	00479			X			
142	Cleveland Municipal	3904378	James Ford Rhodes High School	00480			X	64.2		
143	Cleveland Municipal	3904378	Jane Addams Business Careers High School	00481			X	92.3		
144	Cleveland Municipal	3904378	John Adams High School	05320			X	75.9		
145	Cleveland Municipal	3904378	John Marshall High School	00487			X	63.7		
146	Cleveland Municipal	3904378	Joseph M Gallagher School	00551			X			
147	Cleveland Municipal	3904378	Kenneth W Clement	00491			X			
148	Cleveland Municipal	3904378	Louis Agassiz School	00499			X			
149	Cleveland Municipal	3904378	Louisa May Alcott Elementary School	00730			X			
150	Cleveland Municipal	3904378	Marion C Seltzer Elementary School	00504			X			
151	Cleveland Municipal	3904378	Marion-Sterling Elementary School	00505	X					
152	Cleveland Municipal	3904378	Mary M Bethune	00508	X					
153	Cleveland Municipal	3904378	Max S Hayes High School	00509			X	75.4		

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154	Cleveland Municipal	3904378	McKinley School	00510			X	0		
155	Cleveland Municipal	3904378	Memorial School	00451			X			
156	Cleveland Municipal	3904378	Michael R. White	00515			X			
157	Cleveland Municipal	3904378	Miles Park School	00514			X	0		
158	Cleveland Municipal	3904378	Miles School	00513			X			
159	Cleveland Municipal	3904378	Mound Elementary School	00518			X			
160	Cleveland Municipal	3904378	Nathan Hale School	00522			X			
161	Cleveland Municipal	3904378	Newton D Baker School	00524			X			
162	Cleveland Municipal	3904378	Oliver H Perry Elementary School	00525			X			
163	Cleveland Municipal	3904378	Orchard School	00526			X			
164	Cleveland Municipal	3904378	Paul L Dunbar Elementary School	00528			X			
165	Cleveland Municipal	3904378	Paul Revere Elementary School	00529	X					
166	Cleveland Municipal	3904378	Riverside School	00531			X			
167	Cleveland Municipal	3904378	Robert H Jamison School	00533			X			
168	Cleveland Municipal	3904378	Robinson G Jones Elementary School	00534			X			
169	Cleveland Municipal	3904378	Scranton School	00536			X			
170	Cleveland Municipal	3904378	SuccessTech Academy School	04449			X	90		
171	Cleveland Municipal	3904378	Sunbeam	00540			X			
172	Cleveland Municipal	3904378	Tremont Montessori School	00542			X			
173	Cleveland Municipal	3904378	Union Elementary School	00543			X			
174	Cleveland Municipal	3904378	Wade Park	00546			X			
175	Cleveland Municipal	3904378	Walton School	00547			X			
176	Cleveland Municipal	3904378	Warner Girls Leadership Academy	05395			X			
177	Cleveland Municipal	3904378	Watterson-Lake School	00549			X			
178	Cleveland Municipal	3904378	Waverly Elementary School	00550			X			
179	Cleveland Municipal	3904378	Wilbur Wright School	00555			X			
180	Cleveland Municipal	3904378	Willow School	00561			X			
181	Cloverleaf Local	3904848	Seville Elementary School	03272			X			
182	Columbus City School District	3904380	Arlington Park Elementary School	00583			X			
183	Columbus City School District	3904380	Arts Impact Middle School (Aims)	00632			X			
184	Columbus City School District	3904380	Avondale Elementary School	00585			X			
185	Columbus City School District	3904380	Beechcroft High School	00590			X	85.6		
186	Columbus City School District	3904380	Briggs High School	00595			X	68.7		
187	Columbus City School District	3904380	Broadleigh Elementary School	00596			X			
188	Columbus City School District	3904380	Brookhaven High School	00597			X	69.6		
189	Columbus City School District	3904380	Buckeye Middle School	00598			X			
190	Columbus City School District	3904380	Burroughs Elementary School	00599			X			
191	Columbus City School District	3904380	Cassady Alternative Elementary School	00601			X			

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192	Columbus City School District	3904380	Columbus Africentric Early College Elementary Sch	00685			X			
193	Columbus City School District	3904380	Dana Avenue Elementary School	00617			X			
194	Columbus City School District	3904380	Dominion Middle School	00620			X			
195	Columbus City School District	3904380	Eakin Elementary School	04315			X			
196	Columbus City School District	3904380	East Columbus Elementary School	00625			X			
197	Columbus City School District	3904380	East High School	00624			X	66.3		
198	Columbus City School District	3904380	East Linden Elementary School	00626			X			
199	Columbus City School District	3904380	Eastgate Elementary School	05270			X			
200	Columbus City School District	3904380	Fairmoor Elementary School	00634			X			
201	Columbus City School District	3904380	Fairwood Alternative Elementary School	00635	X					
202	Columbus City School District	3904380	Forest Park Elementary School	04316			X			
203	Columbus City School District	3904380	Georgian Heights Alternative Elementary School	00643			X			
204	Columbus City School District	3904380	Hamilton STEM Elementary School	00647			X			
205	Columbus City School District	3904380	Heyl Avenue Elementary School	00648	X					
206	Columbus City School District	3904380	Highland Elementary School	00649			X			
207	Columbus City School District	3904380	Hilltonia Middle School	00650			X			
208	Columbus City School District	3904380	Innis Elementary School	00658			X			
209	Columbus City School District	3904380	Johnson Park Middle School	00660			X			
210	Columbus City School District	3904380	Leawood Elementary School	00665			X			
211	Columbus City School District	3904380	Liberty Elementary School	04434			X			
212	Columbus City School District	3904380	Lincoln Park Elementary School	00668	X					
213	Columbus City School District	3904380	Lindbergh Elementary School	04431			X			
214	Columbus City School District	3904380	Linden STEM Elementary School	00670			X			
215	Columbus City School District	3904380	Livingston Elementary School	00674			X			
216	Columbus City School District	3904380	Marion-Franklin High School	00677			X	79.3		
217	Columbus City School District	3904380	Maybury Elementary School	00678			X			
218	Columbus City School District	3904380	Medina Middle School	00682			X	0		
219	Columbus City School District	3904380	Mifflin Alternative Middle School	00684			X			
220	Columbus City School District	3904380	Mifflin High School	00683			X	67.6		
221	Columbus City School District	3904380	Monroe Alternative Middle School	00687			X			
222	Columbus City School District	3904380	North Linden Elementary School	00689			X			
223	Columbus City School District	3904380	Ohio Avenue Elementary School	00696			X			
224	Columbus City School District	3904380	Ridgeview Middle School	00703			X			
225	Columbus City School District	3904380	Salem Elementary School	00705			X			
226	Columbus City School District	3904380	Scottwood Elementary School	00707			X			
227	Columbus City School District	3904380	Sherwood Middle School	00711			X			
228	Columbus City School District	3904380	Siebert Elementary School	00712			X			
229	Columbus City School District	3904380	South High School	00714	X			47.5		Yes

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230	Columbus City School District	3904380	South Mifflin STEM Elementary School	00715			X			
231	Columbus City School District	3904380	Southwood Elementary School	00717			X			
232	Columbus City School District	3904380	Starling Middle School	00718			X			
233	Columbus City School District	3904380	Sullivant Elementary School	00721			X			
234	Columbus City School District	3904380	Trevitt Elementary School	00723			X			
235	Columbus City School District	3904380	Valley Forge Elementary School	04433			X			
236	Columbus City School District	3904380	Walnut Ridge High School	00728			X	63.6		
237	Columbus City School District	3904380	Watkins Elementary School	00607			X			
238	Columbus City School District	3904380	Wedgewood Middle School	00731			X			
239	Columbus City School District	3904380	West Broad Elementary School	00734			X			
240	Columbus City School District	3904380	Westmoor Middle School	00737			X			
241	Columbus City School District	3904380	Windsor STEM Elementary School	00740			X			
242	Columbus City School District	3904380	Woodward Park Middle School	00743			X			
243	Columbus City School District	3904380	Yorktown Middle School	00744			X			
244	Conneaut Area City	3904381	Conneaut Middle School	00750			X			
245	Crestwood Local	3904918	Crestwood Intermediate School	05301			X			
246	Crooksville Exempted Village	3904535	Crooksville K-8 Elementary School	00313			X			
247	Cuyahoga Falls City	3904383	Cuyahoga Falls High School	00762			X	93.9		
248	Cuyahoga Falls City	3904383	Gordon Dewitt Elementary School	00764			X			
249	Danville Local	3904783	Danville Elementary School	03007			X			
250	Dawson-Bryant Local	3904792	Dawson-Bryant Middle School	03041			X			
251	Dayton City	3904384	Belle Haven PreK-8 School	00776			X			
252	Dayton City	3904384	Cleveland PreK-8 School	05350			X			
253	Dayton City	3904384	E. J. Brown PreK-8 School	00826	X					
254	Dayton City	3904384	Eastmont Park PreK-8 School	00786			X			
255	Dayton City	3904384	Edison PreK-8 School @ Fairview	00787			X			
256	Dayton City	3904384	Fairview PreK-7 School	00789	X					
257	Dayton City	3904384	Horace Mann PreK-8 School	04297			X			
258	Dayton City	3904384	Kemp PreK-8 School	04300			X			
259	Dayton City	3904384	Kiser PreK-8 School	00828			X			
260	Dayton City	3904384	Louise Troy PreK-8 School	00780			X			
261	Dayton City	3904384	Meadowdale PreK-8 School	00812			X			
262	Dayton City	3904384	Orville Wright PreK-8 School @ Grant	00815			X			
263	Dayton City	3904384	Patterson/Kennedy PreK-8 School	00816			X			
264	Dayton City	3904384	River's Edge Montessori PreK-8 School @ Franklin	00791			X			
265	Dayton City	3904384	Rosa Parks PreK-8 School	00783			X			
266	Dayton City	3904384	Ruskin PreK-8 School	05480			X			
267	Dayton City	3904384	Thurgood Marshall High School	00782		X		76.2		

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268	Dayton City	3904384	Valerie PreK-8 School	00825			X			
269	Dayton City	3904384	Westwood PreK-8 School	00800	X					
270	Dayton City	3904384	Wogaman PreK-8 School	00832			X			
271	Dayton City	3904384	World of Wonder PreK-8 School	02915			X			
272	Delaware City	3904387	Frank B Willis Intermediate Middle School	00846			X			
273	Delaware City	3904387	Laura Woodward Elementary School	00848			X			
274	Delphos City	3904388	Franklin Elementary School	00851			X			
275	Dublin City	3904702	Daniel Wright Elementary School	04365			X			
276	East Cleveland City School District	3904390	Caledonia Elementary School	00861			X			
277	East Cleveland City School District	3904390	Chambers Elementary School	00862			X			
278	East Cleveland City School District	3904390	Heritage Middle School	00868			X			
279	East Cleveland City School District	3904390	Mayfair Elementary School	00865			X			
280	East Cleveland City School District	3904390	Shaw High School	00866		X		61.9		
281	East Cleveland City School District	3904390	Superior Elementary School	00867			X			
282	East Guernsey Local	3906968	Buckeye Trail Elementary	04255			X			
283	East Guernsey Local	3906968	Buckeye Trail Middle School	04143			X			
284	East Liverpool City	3904391	East Liverpool Middle School	00872			X			
285	East Liverpool City	3904391	Lacroft Elementary School	00873			X			
286	East Liverpool City	3904391	North Elementary School	00874			X			
287	East Liverpool City	3904391	Westgate Elementary School	00875			X			
288	East Palestine City	3904392	East Palestine Elementary School	00876			X			
289	Eaton Community City	3904393	William Bruce Elementary School	00882			X			
290	Elgin Local	3904841	Elgin South Elementary School	03242			X			
291	Elida Local	3904577	Elida Elementary	02340			X			
292	Elida Local	3904577	Elida Middle School	04223			X	100		
293	Elyria City Schools	3904394	Crestwood Elementary School	00888			X			
294	Elyria City Schools	3904394	Ely Elementary School	00892			X			
295	Elyria City Schools	3904394	Franklin Elementary School	00896			X			
296	Elyria City Schools	3904394	Prospect Elementary School	00904			X			
297	Euclid City	3904395	Lincoln Elementary School	00915			X			
298	Euclid City	3904395	Memorial Park Elementary School	05276			X	100		
299	Euclid City	3904395	Roosevelt Elementary School	00918			X			
300	Euclid City	3904395	Upson Elementary School	00920			X			
301	Fairborn City	3904396	Fairborn Intermediate School	00930			X			
302	Fairborn City	3904396	Fairborn Primary School	00928			X			
303	Fairfield City	3904610	Fairfield Central Elementary School	02428			X			
304	Fairfield City	3904610	Fairfield East Elementary School	00802			X			
305	Fairfield City	3904610	Fairfield West Elementary School	02434			X			

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306	Federal Hocking Local	3904591	Amesville Elementary School	02381			X			
307	Federal Hocking Local	3904591	Coolville Elementary School	02382			X			
308	Felicity-Franklin Local	3904633	Felicity-Franklin Middle School	00821			X			
309	Findlay City	3910000	Bigelow Hill Elementary School	00940			X			
310	Findlay City	3910000	Glenwood Middle School	00945			X			
311	Findlay City	3910000	Lincoln Elementary School	00948			X			
312	Findlay City	3910000	Washington Elementary School	00952			X			
313	Fostoria City	3904399	Field Elementary School	00956			X			
314	Fostoria City	3904399	Riley Elementary School	00961			X			
315	Franklin Local	3904884	Philo Junior High School	03423			X			
316	Franklin Local	3904884	Roseville Elementary School	03427			X			
317	Fremont City	3904401	Stamm Elementary School	00979			X			
318	Gahanna-Jefferson City	3904696	Goshen Lane Elementary School	02717			X			
319	Galion City	3904402	Galion Middle School	00984			X			
320	Galion City	3904402	Intermediate Elementary School	00986			X			
321	Garfield Heights City Schools	3904404	Elmwood Elementary School	00993			X			
322	Garfield Heights City Schools	3904404	Garfield Heights Middle School	00995			X			
323	Garfield Heights City Schools	3904404	William Foster Elementary School	00999			X			
324	Graham Local	3904619	Graham Elementary School	02466			X			
325	Green Local	3904961	Green High School	03648		X		91.9		
326	Greenville City	3904409	Greenville Junior High School	01029			X			
327	Greenville City	3904409	Greenville Middle School	05442			X			
328	Groveport Madison Local	3904697	Asbury Elementary School	04299			X			
329	Groveport Madison Local	3904697	Glendening Elementary School	02725			X			
330	Groveport Madison Local	3904697	Sedalia Elementary	02732			X			
331	Hamilton City	3904410	Cleveland Elementary School	01036			X			
332	Hamilton City	3904410	Hamilton Education Center	05278		X		41.2		Yes
333	Hamilton City	3904410	Harrison Elementary School	01041			X			
334	Hamilton City	3904410	Van Buren Elementary School	01052			X			
335	Hardin-Houston Local	3904979	Hardin Elementary School	03694			X			
336	Hilliard City	3904701	Beacon Elementary School	02744			X			
337	Hilliard City	3904701	Hilliard Horizon Elementary School	00662			X			
338	Hillsboro City	3904412	Hillsboro Primary School	01062			X			
339	Hudson City	3905002	McDowell Elementary School	03805			X			
340	Huntington Local	3904950	Huntington Elementary School	03614			X			
341	Huntington Local	3904950	Huntington Middle School	02791			X			
342	Indian Creek Local	3904780	Wintersville Elementary School	03003			X			
343	Jefferson Local	3904825	Norwood Elementary School	03174			X			

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344	Jefferson Township Local	3904868	Blairwood Elementary School	03344			X			
345	Jefferson Township Local	3904868	Jefferson High School	03345			X	93.2		
346	Kent City	3904416	Davey Elementary School	01081			X			
347	Kenton City	3910025	Espy Elementary School	01089			X			
348	Kettering City	3904418	J F Kennedy Elementary School	01102			X			
349	Lakewood City	3904419	Grant Elementary School	01118			X			
350	Lakewood Local	3904799	Jackson Intermediate	03072			X			
351	Lakota Local	3904611	Freedom Elementary School	04343			X			
352	Lakota Local	3904611	Heritage Elementary School	00179			X			
353	Lebanon City	3904421	Donovan Elementary School	04304			X			
354	Ledgemont Local	3904720	Ledgemont Elementary School	02801			X			
355	Leetonia Exempted Village	3910007	Leetonia Middle School	02218			X			
356	Licking Heights Local	3904800	Licking Heights North	05322			X			
357	Licking Heights Local	3904800	Licking Heights South	03076			X			
358	Lima City	3904422	Freedom Elementary School	04537			X			
359	Lima City	3904422	Independence Elementary School	05280			X			
360	Lima City	3904422	Liberty Elementary School	05281			X			
361	Lima City	3904422	Lima North Middle School	01158			X			
362	Lima City	3904422	Lima South Middle School	01160			X			
363	Lima City	3904422	Lima West Middle School	01162			X			
364	Lima City	3904422	Unity Elementary School	04536			X			
365	Lisbon Exempted Village	3904545	David Anderson Jr/Sr High School	02221			X	93.3		
366	London City	3904425	London Elementary School	04216			X			
367	Lorain City	3904426	Frank Jacinto Elementary	05106			X			
368	Lorain City	3904426	Garfield Elementary School	05109			X			
369	Lorain City	3904426	General Johnnie Wilson Middle School	05107			X			
370	Lorain City	3904426	Helen Steiner Rice ES	05439			X			
371	Lorain City	3904426	Irving Elementary School	01191			X			
372	Lorain City	3904426	Larkmoor Elementary School	01194			X			
373	Lorain City	3904426	Longfellow Middle School	05108			X			
374	Lorain City	3904426	Lorain Pace Academy	05452	X					
375	Lorain City	3904426	Lowell Elementary School	01198			X			
376	Lorain City	3904426	Palm Elementary School	05286			X			
377	Lorain City	3904426	Toni Wofford Morrison ES	05374			X			
378	Lorain City	3904426	Washington Elementary School	01203			X			
379	Lorain City	3904426	Whittier Middle School	01204			X			
380	Loudonville-Perrysville Exempted	3904546	Budd Elementary School	02224			X			
381	Loveland City	3904427	Loveland Elementary School	00327			X			

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382	Madison Local	3904945	Madison South Elementary School	03599			X			
383	Madison-Plains Local	3904827	Madison-Plains Middle School	03186			X			
384	Manchester Local	3900537	Manchester Elementary School	05249			X			
385	Mansfield City	3904429	Alternative High School	01325		X		41.5		
386	Mansfield City	3904429	Malabar Middle School	01219			X			
387	Mansfield City	3904429	Woodland Elementary School	01230			X			
388	Maple Heights City	3904430	Dunham Elementary School	05354			X			
389	Maple Heights City	3904430	Rockside Elementary School	05355			X			
390	Maple Heights City	3904430	Stafford Elementary School	05352			X			
391	Margaretta Local	3904680	Margaretta Elementary School	02660			X			
392	Marietta City	3910019	Phillips Elementary School	01249			X			
393	Marion City	3904433	Benjamin Harrison Elementary School	01261			X			
394	Marion City	3904433	George Washington Elementary School	01257			X			
395	Marion City	3904433	James A. Garfield Elementary School	04540			X			
396	Marion City	3904433	William H. Taft Elementary School	04539			X			
397	Marion City	3904433	William McKinley Elementary School	05288			X			
398	Marysville Exempted Village	3904547	Navin Elementary School	04575			X			
399	Marysville Exempted Village	3904547	Northwood Elementary	05124			X			
400	Maysville Local	3904885	Maysville Middle School	03430			X			
401	Mechanicsburg Exempted Village	3904548	Dohron Wilson Elementary School	02233			X			
402	Meigs Local	3904852	Meigs Intermediate School	04639			X			
403	Meigs Local	3904852	Meigs Middle School	03285			X			
404	Miami Trace Local	3910010	Miami Trace Elementary School	05367			X			
405	Miamisburg City	3904439	Mound Elementary School	01315			X			
406	Middletown City	3904440	Amanda Elementary School	01317			X			
407	Middletown City	3904440	Creekview Elementary School	01320			X			
408	Middletown City	3904440	Highview Elementary School	05308			X			
409	Middletown City	3904440	Mayfield Elementary School	01327			X			
410	Middletown City	3904440	Rosa Parks Elementary School	05331			X			
411	Middletown City	3904440	Stephen Vail Middle School	01322			X			
412	Middletown City	3904440	Verity Middle School	01338			X			
413	Middletown City	3904440	Wildwood Elementary School	01339			X			
414	Minerva Local	3904989	Minerva Elementary School	03736			X			
415	Mohawk Local	3905074	Mohawk Elementary School	04050			X			
416	Morgan Local	3904877	Morgan Junior High School	04643			X			
417	Morgan Local	3904877	West Elementary School	04645			X			
418	Mount Healthy City Schools	3904441	Hoop Elementary School	01345			X			
419	Nelsonville-York City	3904444	Nelsonville-York High School	01368			X	88.6		

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420	Newton Falls Exempted Village	3904556	Newton Falls Middle School	02280			X			
421	Niles City	3904449	Washington Elementary School	01413			X			
422	North Fork Local	3904802	Utica Elementary School	03086			X			
423	North Union Local	3905033	North Union Elementary School	05303			X			
424	Northeastern Local	3904625	South Vienna Elementary School	02493			X			
425	Northridge Local	3904873	Morrison Elementary School	03379			X			
426	Northwest Local	3904736	Colerain Elementary School	02854			X			
427	Northwest Local	3904736	Monfort Heights Elementary School	02858			X			
428	Northwest Local	3904963	Northwest Elementary School	00493			X			
429	Northwest Local	3904736	Pleasant Run Elementary School	02860			X			
430	Northwest Local	3904736	Taylor Elementary School	02863			X			
431	Northwestern Local	3904626	Northwestern Middle School	02496			X			
432	Norwood City	3904457	Norwood View Elementary School	01463			X			
433	Oak Hill Union Local	3904776	Oak Hill Elementary	04624			X			
434	Oberlin City Schools	3904459	Prospect Elementary School	01473			X			
435	Orrville City	3904461	Orrville Middle School	01486			X			
436	Painesville City Local	3910015	Chestnut Elementary School	01487			X			
437	Painesville City Local	3910015	Elm Street Elementary School	01489			X			
438	Painesville City Local	3910015	Maple Elementary School	01490			X			
439	Parma City	3904463	James E Hanna Elementary School	00623			X			
440	Parma City	3904463	John Muir Elementary School	01504			X			
441	Parma City	3904463	Pearl Road Elementary School	01508			X			
442	Parma City	3904463	Renwood Elementary School	01511			X			
443	Parma City	3904463	State Road Elementary School	01517			X			
444	Parma City	3904463	Thoreau Park Elementary School	01518			X			
445	Perry Local	3904578	Perry Elementary School	02341			X			
446	Pickerington Local	3904689	Diley Middle School	03554			X			
447	Pickerington Local	3904689	Tussing Elementary School	00659			X			
448	Plain Local	3904993	Frazer Elementary School	03760			X			
449	Plain Local	3904993	Glenwood Middle School	03767			X			
450	Portsmouth City	3910027	Portsmouth Elementary	03706			X			
451	Portsmouth City	3910027	Portsmouth Junior High School/Portsmouth High School	01544			X	89.4		
452	Pymatuning Valley Local	3904588	Pymatuning Valley Primary Elementary School	02376			X			
453	Ravenna City	3904468	West Main Elementary School	01565			X			
454	Reynoldsburg City	3904700	Herbert Mills Elementary School	02738			X			
455	Reynoldsburg City	3904700	Rose Hill Elementary School	02742			X			
456	Richmond Heights Local	3904659	Richmond Heights Elementary School	02602			X			
457	Ripley-Union-Lewis-Huntington Local	3904607	Ripley-Union-Lewis-Huntington High School	02421			X	90.9		

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458	River Valley Local	3904844	River Valley Middle School	03256			X			
459	Riverside Local	3910014	Henry F Lamuth Middle School	03025			X			
460	Rock Hill Local	3904794	Rock Hill Elementary School	04629			X			
461	Rolling Hills Local	3904730	Brook Elementary School	02831			X			
462	Rolling Hills Local	3904730	Meadowbrook High School	02835			X	82.9		
463	Rolling Hills Local	3904730	Meadowbrook Middle School	04166			X			
464	Sandusky City	3904474	Hancock Elementary School	01598			X			
465	Sandusky City	3904474	Venice Heights Elementary School	01606			X			
466	Scioto Valley Local	3904913	Jasper Elementary School	03501			X			
467	Scioto Valley Local	3904913	Zahns Middle School	03502			X			
468	Sebring Local	3904835	B L Miller Elementary School	03220			X			
469	Shaker Heights City	3904475	Woodbury Elementary School	04323			X			
470	Shawnee Local	3904579	Maplewood Elementary School	02344			X			
471	South Central Local	3904773	South Central Elementary School	02958			X			
472	South Euclid-Lyndhurst City	3904479	Greenview Upper Elementary School	04386			X			
473	South Euclid-Lyndhurst City	3904479	Memorial Junior High School	01648			X			
474	Southeast Local	3904922	Southeast Intermediate Elementary School	02755			X			
475	Southeast Local	3904922	Southeast Junior High School	03536			X			
476	Southeastern Local	3904952	Southeastern Middle School	03620			X			
477	Southern Local	3904906	Miller High School	03478			X	94.5		
478	Southern Local	3904644	Southern Local Jr/Sr High School	02559		X		95.9		
479	Southwest Local	3904738	Harrison Elementary School	02877			X			
480	South-Western City	3904480	Alton Hall Elementary School	01654			X			
481	South-Western City	3904480	Darby Woods Elementary School	00637			X			
482	South-Western City	3904480	East Franklin Elementary School	01657			X			
483	South-Western City	3904480	Finland Elementary School	01658			X			
484	South-Western City	3904480	Franklin Woods Intermediate School	03794			X			
485	South-Western City	3904480	Galloway Ridge Intermediate School	03810			X			
486	South-Western City	3904480	Highland Park Elementary School	01664			X			
487	South-Western City	3904480	Holt Crossing Intermediate School	03796			X			
488	South-Western City	3904480	James A Harmon Elementary School	01675			X			
489	South-Western City	3904480	Monterey Elementary School	01666			X			
490	South-Western City	3904480	Park Street Intermediate School	03813			X			
491	South-Western City	3904480	Stiles Elementary School	01676			X			
492	South-Western City	3904480	West Franklin Elementary School	01678			X			
493	Springfield City	3904481	Fulton Elementary School	01684			X			
494	Springfield City	3904481	Hayward Middle School	01686			X			
495	Springfield City	3904481	Kenton Elementary School	01689			X			

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496	Springfield City	3904481	Kenwood Elementary	01690			X			
497	Springfield City	3904481	Lagonda Elementary School	01691			X			
498	Springfield City	3904481	Lincoln Elementary School	01692			X			
499	Springfield City	3904481	Mann Elementary School	01693			X			
500	Springfield City	3904481	Perrin Woods Elementary School	01696			X			
501	Springfield City	3904481	Roosevelt Middle School	01697			X			
502	Springfield City	3904481	Schaefer Middle School	01698			X			
503	Springfield City	3904481	Snowhill Elementary School	01699			X			
504	Springfield City	3904481	Snyder Park Elementary School	01700			X			
505	Springfield City	3904481	Springfield High School	01701			X	86.8		
506	Springfield City	3904481	Warder Park-Wayne Elementary School	01703			X			
507	Springfield Local	3905006	Schrop Intermediate School	03825			X			
508	Springfield Local	3905006	Springfield High School	03827			X	87		
509	St Bernard-Elmwood Place City	3904471	Elmwood Place Elementary School	01579			X			
510	St Marys City	3904472	East Elementary School	01583			X			
511	Streetsboro City	3904923	Streetsboro Middle School	03539			X			
512	Switzerland of Ohio Local	3904865	Powhatan Elementary School	03334			X			
513	Switzerland of Ohio Local	3904865	Woodsfield Elementary School	03339			X			
514	Sylvania City	3904487	Stranahan Elementary School	01747			X			
515	Symmes Valley Local	3904796	Symmes Valley Elementary School	03058			X			
516	Toledo City	3904490	Allied Health Academy	05361		X		88.1		
517	Toledo City	3904490	Birmingham Elementary School	01772			X			
518	Toledo City	3904490	Burroughs Elementary School	01774			X			
519	Toledo City	3904490	Business Technology and Industry Academy	05327		X		92.1		
520	Toledo City	3904490	Chase STEM Academy	01776			X			
521	Toledo City	3904490	East Broadway Middle School	01783			X			
522	Toledo City	3904490	East Side Central Elementary School	01782			X			
523	Toledo City	3904490	Garfield Elementary School	01789			X			
524	Toledo City	3904490	Glenwood Elementary School	05482	X					
525	Toledo City	3904490	Keyser Elementary School	01801			X			
526	Toledo City	3904490	Lagrange Elementary School	01804			X			
527	Toledo City	3904490	Leverette Middle School	01795			X			
528	Toledo City	3904490	Marshall Elementary School	01810			X			
529	Toledo City	3904490	Navarre Elementary School	01816			X			
530	Toledo City	3904490	Oakdale Elementary School	01818			X			
531	Toledo City	3904490	Pickett Elementary School	01823	X					
532	Toledo City	3904490	Reynolds Elementary School	01826			X			
533	Toledo City	3904490	Riverside Elementary School	01827			X			

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534	Toledo City	3904490	Robinson Middle School	01828	X					
535	Toledo City	3904490	Rosa Parks Elementary School	01777			X			
536	Toledo City	3904490	Samuel M. Jones at Gunckel Park Middle School	01800			X			
537	Toledo City	3904490	Sherman Elementary School	01832			X			
538	Toledo City	3904490	Walbridge Elementary School	01839			X			
539	Toledo City	3904490	Westfield Elementary School	05472			X			
540	Toledo City	3904490	Woodward High School	01844		X		84.1		
541	Toronto City	3904491	J T Karaffa Middle School	04220			X			
542	Trimble Local School District	3904592	Trimble Middle School	02386			X			
543	Triway Local	3905059	Shreve Elementary School	04002			X			
544	Trotwood-Madison City	3904869	Madison Park Elementary	05424			X			
545	Trotwood-Madison City	3904869	Trotwood-Madison Middle School	03354			X			
546	Twinsburg City	3905007	Samuel Bissell Elementary School	03831			X			
547	Union Local	3904601	Union Local Elementary School	01399			X			
548	Urbana City	3904494	East Elementary School	01869			X			
549	Urbana City	3904494	Local Intermediate Elementary School	01870			X			
550	Vermilion Local	3904682	Vermilion Intermediate Elementary School	04347			X			
551	Versailles Exempted Village	3904563	Versailles Elementary School	02315			X			
552	Warren City	3904499	Jefferson K-8 School	05417			X			
553	Warren City	3904499	Lincoln K-8 School	05434			X			
554	Warren City	3904499	McGuffey K-8 School	05430			X			
555	Warren City	3904499	Willard Avenue K-8 School	05413			X			
556	Warren Local	3910018	Warren High School	03972			X	93.4		
557	Warrensville Heights City	3904500	Warrensville Heights High School	01930			X	97.3		
558	Warrensville Heights City	3904500	Warrensville Heights Middle School	01931			X	83.3		
559	Washington Court House City	3910011	Washington Middle School	01938			X			
560	Washington Local	3904823	Greenwood Elementary School	03156			X			
561	Washington Local	3904823	Jackman Elementary School	03160			X			
562	Washington Local	3904823	Meadowvale Elementary School	03164			X			
563	Washington-Nile Local	3904965	Portsmouth West Middle School	01453			X			
564	Waterloo Local	3904924	Waterloo Middle School	03543			X			
565	Waverly City	3904914	Waverly Intermediate School	03507			X			
566	Wellington Exempted Village	3904565	Westwood Elementary School	02323			X			
567	Wellston City	3904502	Wellston High School	01942			X	89.8		
568	Wellston City	3904502	Wellston Middle School	01940			X			
569	Wellsville Local	3904503	Daw Middle School	01943			X			
570	West Carrollton City	3904505	C F Holliday Elementary School	01964			X			
571	West Carrollton City	3904505	Harry Russell Elementary School	01966			X			

	A	B	C	D	E	F	G	H	I	J
1	District	District NCES ID	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate	Drop-out Recovery School (DRS)	Pulled into Tier by Graduation Rate
572	West Holmes Local	3904769	Millersburg Elementary School	02947			X			
573	Western Brown Local	3904606	Hamersville Elementary School	02416			X			
574	Western Brown Local	3904606	Mt Orab Primary Elementary School	02417			X			
575	Western Local	3904915	Western Elementary School	03510			X			
576	Western Local	3904915	Western High School	03511			X	80.5		
577	Westerville City	3904504	Huber Ridge Elementary School	01955			X			
578	Whitehall City	3904507	Beechwood Elementary School	01978			X			
579	Whitehall City	3904507	Kae Avenue Elementary School	01980			X			
580	Whitehall City	3904507	Rosemore Middle School	01982			X			
581	Willoughby-Eastlake City	3904510	Royalview Elementary School	02007			X			
582	Willoughby-Eastlake City	3904510	Washington Elementary School	02011			X			
583	Wilmington City	3904511	Denver Place Elementary School	02015			X			
584	Wilmington City	3904511	Roy E Holmes Elementary School	02017			X			
585	Windham Exempted Village	3904566	Windham High School	02326			X	93.1		
586	Windham Exempted Village	3904566	Windham Junior High School	02327			X			
587	Winton Woods City	3904408	Winton Woods Elementary School	01025			X			
588	Winton Woods City	3904408	Winton Woods Intermediate School	00588			X			
589	Winton Woods City	3904408	Winton Woods Middle School	01021			X			
590	Xenia Community City Schools	3904515	Cox Elementary School	02051			X			
591	Xenia Community City Schools	3904515	McKinley Elementary School	02052			X			
592	Xenia Community City Schools	3904515	Shawnee Elementary School	02053			X			
593	Youngstown City Schools	3904516	Chaney High School	02063		X		77.7		
594	Youngstown City Schools	3904516	Harding Elementary School	02069			X			
595	Youngstown City Schools	3904516	Kirkmere Elementary School	02075			X			
596	Youngstown City Schools	3904516	M.L. King	02080			X			
597	Youngstown City Schools	3904516	P. Ross Berry Middle School	02066			X			
598	Youngstown City Schools	3904516	Paul C Bunn Elementary School	02062			X			
599	Youngstown City Schools	3904516	Taft Elementary School	02088			X			
600	Youngstown City Schools	3904516	Volney Rogers Junior High School	02089			X			
601	Youngstown City Schools	3904516	William Holmes McGuffey Elementary	02091			X			
602	Youngstown City Schools	3904516	Williamson Elementary School	02094			X			
603	Zanesville City	3904517	Cleveland Middle School	02096			X			
604	Zanesville City	3904517	John McIntire Elementary School	02104			X			
605	Zanesville City	3904517	National Road	05123			X			
606	Zanesville City	3904517	Zane Grey Elementary School	02110			X			
607		04842	A+ Arts Academy	04842			X			
608		05183	Academic Acceleration Academy	05183			X	78.9	DRS	
609		05070	Academy of Arts and Humanities	05070	X					

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1	District	District NCES ID	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate	Drop-out Recovery School (DRS)	Pulled into Tier by Graduation Rate
610		04997	Academy of Columbus	04997			X			
611		04764	Akron Digital Academy	04764			X	31.1	DRS	
612		04180	Alliance Academy of Cincinnati	04180			X			
613		04727	Alternative Education Academy	04727	X			40.4		Yes
614		04846	Apex Academy	04846			X			
615		05089	Arts Academy West, The	05089	X					
616		04849	Arts Academy, The	04849			X			
617		05184	Arts and Science Preparatory Academy	05184			X			
618		01525	Aurora Academy	01525			X			
619		05016	Bennett Venture Academy	05016			X			
620		04699	Brighten Heights Charter School of Canton	04699			X	23.6	DRS	
621		05240	Buckeye On-Line School for Success	05240			X	65.2		
622		05436	Clay Avenue Community School	05436			X			
623		04731	Cleveland Academy for Scholarship Technology and	04731			X	74.7	DRS	
624		05076	Cleveland Arts and Social Sciences Academy	05076			X			
625		05061	Cleveland Lighthouse Community School	05061	X					
626		04843	Columbus Arts & Technology Academy	04843			X			
627		05243	Columbus Bilingual Academy	05243	X			9.2		Yes
628		05382	Columbus Collegiate Academy	05382			X			
629		04841	Columbus Humanities, Arts and Technology Academy	04841			X			
630		04736	Constellation Schools: Stockyard Community Elementary	04736			X			
631		04868	Coshocton Opportunity School	04868			X	63.7	DRS	
632		03090	Dayton Leadership Academies-Dayton Liberty Campus	03090			X			
633		03762	Dayton Leadership Academies-Dayton View Campus	03762			X			
634		05309	Dayton Technology Design High School	05309			X	67.6	DRS	
635		04067	Dohn Community	04067			X	28.8	DRS	
636		03463	East End Comm Heritage School	03463	X			35.1		
637		04992	Educational Academy at Linden	04992			X			
638		03420	Electronic Classroom Of Tomorrow	03420	X			31		Yes
639		04852	Emerson Academy	04852			X			
640		05238	Findlay Digital Academy	05238			X	14.1	DRS	
641		04703	Focus Learning Academy of Northern Columbus	04703			X	8.2	DRS	
642		04702	Focus Learning Academy of Southeastern Columbus	04702			X	7.9	DRS	
643		04701	Focus Learning Academy of Southwest Columbus	04701			X	7	DRS	
644		05401	Foundation Academy	05401			X			
645		04752	Franklin Local Community School	04752			X	80.2	DRS	
646		04763	Goal Digital Academy	04763			X	39.7	DRS	
647		04716	Great Western Academy	04716			X			

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1	District	District NCES ID	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate	Drop-out Recovery School (DRS)	Pulled into Tier by Graduation Rate
648		05198	Greater Ohio Virtual School	05198			X	48.9	DRS	
649		05351	Groveport Community School	05351			X			
650		05467	Harrisburg Pike Community School	05467			X			
651		05328	Harvard Avenue Community School	05328			X			
652		01562	Hope Academy Cathedral Campus	01562			X			
653		01543	Hope Academy Chapelside Campus	01543			X			
654		03854	Hope Academy Cuyahoga Campus	03854			X			
655		04184	Hope Academy East Campus	04184			X			
656		03015	Hope Academy Lincoln Park	03015			X			
657		04705	Hope Academy Northcoast	04705			X			
658		04850	Hope Academy Northwest Campus	04850			X			
659		01572	Hope Academy University	01572			X			
660		05086	Imani Learning Academy	05086			X			
661		05037	Interactive Media & Construction (IMAC)	05037			X	29.2	DRS	
662		05453	Klepinger Community School	05453	X					
663		04707	Lancaster Digital Academy	04707			X	23.9	DRS	
664		03054	Life Skills Center Of Akron	03054			X	20	DRS	
665		05312	Life Skills Center of Columbus North	05312			X	35.5	DRS	
666		04918	Life Skills Center of Columbus Southeast	04918			X	26.9	DRS	
667		05007	Life Skills Center of Dayton	05007			X	36.8	DRS	
668		04700	Life Skills Center of Elyria	04700			X	9.2	DRS	
669		04713	Life Skills Center Of Hamilton County	04713			X	28	DRS	
670		04818	Life Skills Center Of Summit County	04818			X	19.8	DRS	
671		04787	Life Skills Center Of Toledo	04787			X	15.3	DRS	
672		03860	Life Skills Center-Middletown	03860			X	32.3	DRS	
673		05084	Life Skills Center of North Akron	05084			X	29.3	DRS	
674		03820	Life Skills Center-Springfield	03820			X	21.5	DRS	
675		03447	Life Skills Ctr Of Cincinnati	03447			X	15.1	DRS	
676		03027	Life Skills Ctr Of Cleveland	03027			X	9.5	DRS	
677		04817	Life Skills Ctr Of Lake Erie	04817			X	12.1	DRS	
678		03011	Life Skills Ctr Of Youngstown	03011			X	22.2	DRS	
679		04819	Life Skills Of Northeast Ohio	04819			X	15.8	DRS	
680		03786	Life Skills Of Trumbull County	03786			X	25.8	DRS	
681		03722	Lighthouse Comm & Prof Dev	03722			X			
682		03387	Lighthouse Community Sch Inc	03387			X	66.7	DRS	
683		05087	Lion of Judah Academy	05087	X					
684		04802	London Academy	04802			X	52.5	DRS	
685		05469	Madison Avenue School of Arts	05469			X			

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1	District	District NCES ID	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate	Drop-out Recovery School (DRS)	Pulled into Tier by Graduation Rate
686		04758	Mahoning Unlimited Classroom	04758			X	97.8	DRS	
687		05341	Mahoning Valley Opportunity Center	05341			X	42.3	DRS	
688		05235	Mansfield Elective Academy	05235	X					
689		05233	Mansfield Enhancement Academy	05233			X	45	DRS	
690		05079	Mansfield Preparatory Academy	05079			X			
691		04750	Marion City Digital Academy	04750			X	7.6	DRS	
692		01529	Meadows Choice Community	01529			X			
693		04688	Miami Valley Academies	04688			X	64.2		
694		05224	Miamisburg Secondary Academy	05224			X	79.4	DRS	
695		04718	Middletown Fitness & Prep Acad	04718			X			
696		02838	Millennium Community School	02838			X			
697		04733	Mollie Kessler	04733			X			
698		04710	Mound Street Health Careers Academy	04710			X	44	DRS	
699		04708	Mound Street IT Careers Academy	04708			X	52.7	DRS	
700		04709	Mound Street Military Careers Academy	04709			X	48.6	DRS	
701		05454	Mount Auburn International Academy	05454			X			
702		04140	New Choices Community School	04140			X	92.9	DRS	
703		04919	New Day Academy Boarding & Day School	04919			X	0		
704		04183	Newark Digital Academy	04183	X			26.3		Yes
705		04740	North Dayton School Of Science & Discovery	04740			X			
706		05264	Northland Preparatory and Fitness Academy	05264			X			
707		05193	Ohio Connections Academy, Inc	05193			X	89.3		
708		04704	Ohio Virtual Academy	04704	X			56		Yes
709		04845	Orion Academy	04845			X			
710		05256	P.A.C.E. High School	05256			X	27.9	DRS	
711		04179	Pathway School of Discovery	04179			X			
712		04176	Phoenix Academy Community School	04176			X	20.4	DRS	
713		04959	Phoenix Village Academy Primary 2	04959			X			
714		04836	Pinnacle Academy	04836			X			
715		04175	Polly Fox Academy Community School	04175			X	26.3	DRS	
716		05056	Premier Academy of Ohio	05056			X	83.3		
717		04617	Project Rebuild Community School	04617			X	22	DRS	
718		04964	Pschtecinc Public School	04964			X	27.3	DRS	
719		02979	Riverside Academy	02979			X			
720		05415	Romig Road Community School	05415	X					
721		05338	South Scioto Academy	05338			X			
722		04014	Springfield Acad Of Excellence	04014			X			
723		05263	Springfield Preparatory and Fitness Academy	05263			X			

	A	B	C	D	E	F	G	H	I	J
1	District	District NCES ID	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate	Drop-out Recovery School (DRS)	Pulled into Tier by Graduation Rate
724		05026	Stambaugh Charter Academy	05026			X			
725		05378	Star Academy of Toledo	05378	X			100		
726		05464	Sullivant Avenue Community School	05464	X					
727		05211	Summit Academy Cincinnati	05211			X			
728		05202	Summit Academy Columbus	05202	X					
729		04893	Summit Academy Community School - Painesville	04893			X			
730		02844	Summit Academy Community School for Alt Learne	02844			X			
731		05209	Summit Academy Community School-Toledo	05209	X					
732		05210	Summit Academy Community School-Warren	05210			X			
733		05203	Summit Academy Dayton	05203	X					
734		04876	Summit Academy Middle School - Columbus	04876	X					
735		04875	Summit Academy Middle School - Lorain	04875	X					
736		04167	Summit Academy Middle School-Akron	04167			X			
737		05207	Summit Academy Secondary School-Parma	05207	x			90		
738		04874	Summit Academy Transition High School-Cincinnati	04874			X			
739		03346	Summit Academy-Canton	03346	X					
740		04106	Summit Academy-Lorain	04106	X					
741		04036	Summit Academy-Xenia	04036			X			
742		04887	Summit Academy-Youngstown	04887	X					
743		05255	Tech Con Institute	05255			X	27	DRS	
744		02998	The ISUS Institute of Construction Technology	02998			X	30.3	DRS	
745		04723	The ISUS Institute of Health Care	04723			X	22	DRS	
746		04757	Tomorrow Center	04757	X			27.3		
747		04148	Treca Digital Academy	04148			X	21.9	DRS	
748		04717	Trotwood Fitness & Prep Acad	04717			X			
749		05038	V L T Academy	05038	X					
750		04181	Victory Academy of Toledo	04181	X					
751		05064	Villaview Lighthouse Community School	05064			X			
752		04741	Virtual Community School Of Ohio	04741	X			43		Yes
753		04848	Virtual Schoolhouse, Inc.	04848	X			50.2		Yes
754		05033	Westside Academy	05033			X			
755		05262	Whitehall Preparatory and Fitness Academy	05262			X			
756		04839	Winterfield Venture Academy	04839			X			
757		05072	Youngstown Academy of Excellence	05072			X			
758		01509	Youngstown Community School	01509			X			
759			<b>Total Counts</b>		<b>47</b>	<b>15</b>	<b>695</b>		<b>53</b>	<b>10</b>

	A	B	C	D	E	F	G	H
1	District NCES ID	District	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate
2	3904375	Cincinnati City	William H Taft Elementary School	00381	X			
3	3904375	Cincinnati City	George Hays-Jennie Porter Elementary	00332	X			
4	3904375	Cincinnati City	South Avondale Elementary School	00379	X			
5	3904375	Cincinnati City	Rothenberg Preparatory Academy	00371	X			
6	3904375	Cincinnati City	Virtual High School	04213		X		17.2
7	3904375	Cincinnati City	Woodward Career Technical High School	04416		X		75.2
8	3904379	Cleveland Heights-University Heights	Bellefaire	00564		X		100
9	3904378	Cleveland Municipal	Patrick Henry School	00527	X			0
10	3904378	Cleveland Municipal	Carl & Louis Stokes Central Academy	00434	X			
11	3904378	Cleveland Municipal	Luis Munoz Marin School	00495	X			0
12	3904378	Cleveland Municipal	Martin Luther King Jr Career Campus	04259	X			62.7
13	3904378	Cleveland Municipal	Collinwood High School	00444	X			54
14	3904378	Cleveland Municipal	East Technical High School	00456	X			47.8
15	3904378	Cleveland Municipal	Franklin D. Roosevelt	00500	X			
16	3904378	Cleveland Municipal	Glenville High School	00468	X			53.3
17	3904378	Cleveland Municipal	John F Kennedy High School	00484	X			50.8
18	3904378	Cleveland Municipal	Lincoln-West High School	00496	X			46.5
19	3904378	Cleveland Municipal	Mary B Martin School	00507	X			
20	3904378	Cleveland Municipal	Woodland Hills School	00563	X			
21	3904380	Columbus City School District	Champion Middle School	00605	X			
22	3904380	Columbus City School District	Columbus Global Academy	02557	X			21.6
23	3904380	Columbus City School District	Southmoor Middle School	00716	X			0
24	3904380	Columbus City School District	Weinland Park Elementary School	00732	X			
25	3904380	Columbus City School District	Linden-Mckinley STEM School on Arcadia	00672	X			58
26	3904380	Columbus City School District	West High School	00733	X			54.8
27	3904380	Columbus City School District	Alum Crest High School	04430		X		77.1
28	3904384	Dayton City	Belmont High School	00778		X		68.6
29	3904384	Dayton City	Meadowdale High School	00813		X		82.4
30	3904384	Dayton City	Dunbar High School	00785		X		75.8
31		<b>Kids Count of Dayton, Inc.</b>	Scholar's Preparatory and Career Center for	05197	X			100
32	3904422	Lima City	Progressive Academy	05330		X		75.9
33	3904481	Springfield City	Keifer Alternative Center	00117	X			12
34		<b>St Aloysius Orphanage</b>	Crittendon Community School	04729	X			0

	A	B	C	D	E	F	G	H
1	District NCES ID	District	School Building	School NCES ID	Tier 1	Tier 2	Tier 3	Average 5 Year Grad Rate
35	3904516	Youngstown City Schools	Odyssey: School of Possibilities	04568		X		17.4
36	3904516	Youngstown City Schools	East High School	02082		X		71.8
37	3904441	Mount Healthy City Schools	Hoop Elementary School	01345			X	
38	3904515	Xenia Community City Schools	Cox Elementary School	02051			X	
39	3904515	Xenia Community City Schools	McKinley Elementary School	02052			X	
40	3904515	Xenia Community City Schools	Shawnee Elementary School	02053			X	
41	3904592	Trimble Local School District	Trimble Elementary School	02385			X	
42	3904592	Trimble Local School District	Trimble Middle School	02386			X	
43			<b>Total Counts</b>		<b>25</b>	<b>10</b>	<b>6</b>	

- A copy of all comments received from LEAs

### **Tier II waiver**

Form: SIG Waiver Comments  
Submitted by: public account

Sections: Title II Waiver  
First Name: Joanne  
Last Name: Kerekes  
Position (e.g., Superintendent, EMIS Coordinator, Treasurer, CEO): Superintendent  
Organization (e.g., Columbus City Schools): Waynesfield-Goshen Organization Type (e.g., school district, ESC): school district Your comment(s):: This is an excellent change to the rules since many secondary schools would benefit from this grant.

### **School improvement timeline waiver**

Form: SIG Waiver Comments  
Submitted by: public account

Sections: School Improvement Timeline Waiver First Name: Jill Last Name: Dannemiller Position (e.g., Superintendent, EMIS Coordinator, Treasurer, CEO): Director, Federal Programs Organization (e.g., Columbus City Schools): Columbus City Schools Organization Type (e.g., school district, ESC): LEA Your comment(s):: Columbus City School's supports this waiver request. Permitting an LEA to "reset" the years of school improvement for schools selecting the turnaround or restart model beginning in 2011-2012 will give them time to implement reforms starting with a clean slate.

### **Schoolwide program waiver**

No comments received.

### **Period of availability of FY 2009 carryover funds waiver**

Form: SIG Waiver Comments  
Submitted by: public account

Sections: Period of Availability of FY 2009 Carryover Funds Waiver First Name: Jill Last Name: Dannemiller Position (e.g., Superintendent, EMIS Coordinator, Treasurer, CEO): Director, Federal Programs Organization (e.g., Columbus City Schools): Columbus City Schools Organization Type (e.g., school district, ESC): LEA Your comment(s):: Columbus City Schools supports the request for a waiver to extend the period of availability of FY 2009 carryover school improvement funds to September 30, 2014. This waiver will give schools the time they need to increase student achievement through implementation of the programs and reforms funded by the grant.



## Ohio Department of Education Administrators


[Printer Friendly](#)

[Comprehensive Continuous Improvement Plan \(CCIP\)](#)  
[Education Management Information System \(EMIS\) \[+\]](#)  
[Educator Licensure \[+\]](#)  
[Entry-Year Teachers, Counselors and Principals](#)  
[Homeless Students](#)  
[Instructional Management System \(IMS\)](#)  
[Ohio Education Directory System \(OEDS\)](#)  
[Professional Development](#)  
[Pupil Transportation \[+\]](#)  
[Resources and Tools for School Improvement](#)  
     [Data Analysis](#)  
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[STARS](#)  
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### School Improvement Grant (SIG) Waivers - Request for Comments

The Ohio Department of Education (ODE) is inviting comments on proposed waivers as part of the School Improvement Grant (SIG) application to the U.S. Department of Education.

Public comments, both supporting and non-supporting are welcome. Comments will be attached to the application. The deadline to comment is Nov. 30, 2010.

#### SEA Requirement Waiver

The Ohio Department of Education (ODE) is requesting a waiver from the U.S. Department of Education of the state-level requirements for certain sections of its SIG application, as indicated below. ODE believes that the requested waivers will increase its ability to implement the SIG program effectively in eligible Ohio schools, improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools.

#### Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2010 competition, waive paragraph (a)(2) of the definition of "persistently lowest-achieving schools" in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the state to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the state, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the state's lowest quintile of performance based on proficiency rates on the state's assessments in reading/language arts and mathematics combined.

#### Assurance

The state will assure that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the state's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined. Within that pool, the state assures

that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The state is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The state assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Note: An SEA that requested and received the Tier II waiver for its FY 2009 definition of “persistently lowest achieving schools” should request the waiver again only if it is generating new lists of Tier I, Tier II and Tier III schools

### Comments

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### **LEA Requirement Waivers**

Ohio is requesting a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the state that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The state believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the state's Tier I, Tier II, and Tier III schools.

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### **School improvement Timeline Waiver**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011–2012 school year to “start over” in the school improvement timeline.

### **Assurances**

The state assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in 2011–2012 in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The state assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

Schools that started implementation of a turnaround or restart model in the 2010-2011 school year cannot request this waiver to "start over" their school improvement timeline again.

#### Comments

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### **Schoolwide Program Waiver**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

#### **Assurances**

The state assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II and Tier III schools, as applicable, included in its application.

The state assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Note: An SEA that requested and received the schoolwide program waiver for the FY 2009 competition and wishes to also receive the waiver for the FY 2010 competition must request the waiver again in this application.

#### Comments

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### **Period of Availability Waiver**

Ohio is requesting a waiver of the requirement indicated below. The State believes that the requested waiver will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and improve

the academic achievement of students in Tier I, Tier II, and Tier III schools.

**Period of availability of FY 2009 carryover funds waiver**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.

Note: This waiver only applies to FY 2009 carryover funds. An SEA that requested and received this waiver for the FY 2009 competition and wishes to also receive the waiver to apply to FY 2009 carryover funds in order to make them available for three full years for schools awarded SIG funds through the FY 2010 competition must request the waiver again in this application.

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